Coahoma County School District
Pacing Guide
2010-2011 Kindergarten Reading

First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
1a1	1	Demonstrate an understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right).	
1a2	1	Demonstrate that print carries meaning for the reader.	
1a3	1	Identify front cover, back cover, and title page of a book.	
1a6	1	Recognize that sentences in print are made up of separate words.	
1a7	1	Distinguish letters from words.	
1a8	1	Distinguish between uppercase and lowercase letters.	
1b2	2	Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).	
1b5	2	Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball).	
1b6	2	Blend the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).	
1b7	2	Articulate phonemes correctly.	
1b8	2	Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /ŭ / /g/ = bug).	
1c1	1	Match all consonant and short vowel sounds to the appropriate letters.	
1c2	1	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	
1c6	1	Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).	
1c7	1	Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).	
1d	1	The student will understand and explain the meaning of common affixes (-s only).	
1e1	1	Name pictures of common objects and concepts.	
1e2	1	Use words to describe location, size, color, and shape.	
1e3	1	Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).	

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
1a6	**1**	Recognize that sentences in print are made up of separate words.	
1b1	**2**	Break spoken sentences into individual words (e.g., claps, taps, speaks).	
1b3	**2**	Recognize the beginning, and final sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ŏ/ in hop).	
1b4	**2**	Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).	
1b5	**2**	Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball).	
1b6	**2**	Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).	
1b8	**2**	Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /ŭ / /g/ = bug).	
1b9	**2**	Segment phonemes orally within a spoken word (e.g., sit = /s/ /ĭ/ /t/, rap = /r/ /ă/ /p/).	
1c1	**1**	Match all consonant and short vowel sounds to the appropriate letters.	
1c2	**1**	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	
1c4	**1**	Begin to recognize common word families.	
1c5	**1**	Read some words derived from common word families (e.g., -at, -ig, -ot).	
1c7	**1**	Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).	
1d	**1**	The student will understand and explain the meaning of common affixes (-es, -ed, -ing).	
1e4	**1**	Begin to recognize word relationships.	
1g	**2**	The student will use pictures and context to understand the meaning of a word.	
1h	**1**	The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource).	
2c1	**2**	Retell a familiar story with the book as a reference.	
2d2	**2**	Make connections between self and text after shared reading.	

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Second Nine Weeks "Continued"		
2d3	**2**	Compose visual images (e.g., draw a picture based on something in the text).
2d4	**2**	Identify favorite passages.

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
1a4	1	Point to words in a text when reading aloud, matching spoken words to print.	
1a5	1	Track words from left to right and top to bottom on a printed page.	
1b2	2	Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).	
1b3	2	Recognize the medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ŏ/ in hop).	
1b8	2	Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /ŭ / /g/ = bug).	
1b9	2	Segment phonemes orally within a spoken word (e.g., sit = /s/ /ĭ/ /t/, rap = /r/ /ă/ /p/).	
1c1	1	Match all consonant and short vowel sounds to the appropriate letters.	
1c2	1	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	
1c3	1	Blend letter sounds in one syllable words.	
1c4	1	Begin to recognize common word families.	
1c5	1	Read some words derived from common word families (e.g., -at, -ig, -ot).	
1c6	1	Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).	
1c7	1	Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).	
1d	1	The student will understand and explain the meaning of common affixes (e.g., un-, re-).	
1f	1	The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad).	
2a	2	Use text features, parts of a book, text structures, and genres to analyze text.	
	2	2a1: Text features – titles, illustrations, etc.	
	2	2a2: Parts of a book – title page, title, author, illustrator, etc.	
	2	2a3: Text structures – sequential order	
	2	2a4: Genres – fiction, nonfiction, and poetry (nursery rhymes)	
2b	2	Understand and make simple inferences about text.	

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Third Nine Weeks "Continued"

	2	2b1: Answer literal who, what, and where questions.	
	2	2b2: Identify and discuss main characters, settings, and major events.	
	2	2b3: Use illustrations to discuss the main idea of a simple story.	
	2	2b4: Make simple inferences about narrative and/or informational text.	
2c2	2	Retell a familiar story without the book including a beginning, middle, and end.	
2c3	2	Retell two to three steps in the sequence of events in text shared with the student.	
2d1	2	Interpret text through moving, drawing, speaking, acting, or singing.	

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Fourth Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
1a8	1	Distinguish between uppercase and lowercase letters.	
1b3	2	Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ŏ/ in hop).	
1b4	2	Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).	
1b5	2	Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball).	
1c1	1	Match all consonant and short vowel sounds to the appropriate letters.	
1c2	1	Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.	
1c6	1	Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).	
1c7	1	Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).	
1d	1	The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing).	

*The objective for the Fourth Nine Weeks are 1st grade objectives.

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First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a	1	The student will apply knowledge of concepts about print.	
1a1	1	Point to words in text when reading aloud, matching spoken words to print.	
1a2	1	Distinguish between uppercase and lowercase letters.	
*1b	2	b. The student will apply knowledge of phonological and phonemic awareness.	
1b1	2	Identify and produce rhyming words orally **that include consonant blends and digraphs** (e.g., flat/splat, trap/snap, sing/ring).	
1b2	2	Identify, blend, and segment syllables within compound, two, and **three** syllable spoken words (e.g., clap the syllables in "bi-cy-cle," bas + ket + ball = basketball, telephone = tel + e + phone).	
1b3	2	**Identify and count the number of syllables in a spoken word**.	
*1b6	2	Blend and segment the phonemes in words **containing two to four phonemes** (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).	
1b8	2	Add or delete a phoneme to change a spoken word (e.g., Add /b/ to "at" = bat or take /k/ from "cat"=at).	
*1c1	2	**Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.**	
1c4	2	Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
1c3	2	Read words derived from common word families (e.g., -it, -at, -ite, -ate).	
*1c8	2	Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.	
*2b1	2	Answer and **generate** who, what, when, where, why, and how questions.	
*2b2	2	Answer and **generate** questions about characters, settings, and events.	
2b5	2	**Make a prediction about narrative or informational text and confirm or revise the prediction.**	
2c1	2	**Retell a story including characters, setting, and important events.**	
2d1	3	Interpret text through moving, drawing, speaking, acting, or singing.	

* Indicates ongoing objectives. New skills and objectives are bold-faced.

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a	1	Point to words in text when reading aloud, matching spoken words to print.	
1a3	1	Identify **and use** title page, **title, author, illustrator, and table of contents of a book.**	
*1b	2	The student will apply knowledge of phonological and phonemic awareness.	
*1b6	2	Blend and segment the phonemes in words **containing two to four phonemes** (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).	
1b7	2	Blend and segment sounds in spoken words containing initial and final blends.	
*1c1	2	**Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.**	
1c4	1	Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
1c5	2	**Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.**	
1c7	2	**Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).**	
*1c8	2	Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.	
1f1	1	The student will develop and apply knowledge of words and word meanings to communicate.	
2a2	2	Parts of a book – title page, title, author, illustrator, **table of contents,** etc.	
*2b1	2	Answer and **generate** who, what, when, where, why, and how questions.	
*2b2	2	Answer and **generate** questions about characters, settings, and events.	
2d4	2	Identify favorite passages.	

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a	1	Point to words in text when reading aloud, matching spoken words to print.	
1a4	1	**Identify dialogue in connected text.**	
*1b	2	The student will apply knowledge of phonological and phonemic awareness.	
1b2	2	Identify, blend, and segment syllables within compound, two, and **three** syllable spoken words (e.g., clap the syllables in "bi-cy-cle," bas + ket + ball = basketball, telephone = tel + e + phone).	
1b4	2	Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).	
*1b6	2	Blend and segment the phonemes in words **containing two to four phonemes** (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).	
*1c1	2	**Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.**	
1c6	2	**Identify simple compound words (e.g., dog + house = doghouse).**	
*1c8	2	Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.	
1d	1	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words.	
1f	1	f. The student will develop and apply knowledge of words and word meanings to communicate	
1f2	1	**Recognize and explain word relationships within categories of words.**	
2a3	2	Text structures – sequential order and **description**	
*2b1	2	Answer and **generate** who, what, when, where, why, and how questions.	
*2b2	2	Answer and **generate** questions about characters, settings, and events.	
2b4	2	**Identify the main idea of a simple story or topic of an informational text.**	
2c2	2	**Retell the correct sequence of events in narrative and/or informational text.**	

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Fourth Nine Weeks Review

Competency	DOK	Mississippi Language Arts Framework Objectives	
1a1	**2**	Blend and segment spoken words into syllables and syllables into phonemes.	
1a2	**2**	Continue to identify and count the number of syllables in a spoken word.	
1a3	**2**	Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to "at"= bat; or take /k/ from "cat" = at; change /i/ in hit to /a/ = hat. What happens when you change "spot" to "stop"?).	
1b1	**2**	Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	
1b2	**2**	Read words derived from word families (e.g., -it, -at, -ite, -ate).	
1b3	**2**	Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
1b4	**2**	Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce or analyze new words.	
1b7	**2**	Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)	

*The objective for the Fourth Nine Weeks are 2nd grade objectives.

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First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a1	2	Blend and segment spoken words into syllables and syllables into phonemes.	
*1a2	2	Continue to identify and count the number of syllables in a spoken word.	
*1a3	2	**Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to "at"= bat; or take /k/ from "cat" = at; change /i/ in hit to /a/ = hat. What happens when you change "spot" to "stop"?).**	
*1b1	2	Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	
1b2	2	Read words derived from word families (e.g., -it, -at, -ite, -ate).	
*1b3	2	Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
*1b4	2	Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce **or analyze** new words.	
*1b7	2	Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)	
2a2	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Parts of a book – title page, title, author, illustrator, table of contents, **glossary**, etc.	
2a3	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Text structures – sequential order, description, **simple cause and effect,** etc.	
*2b1	2	Answer literal and simple inferential who, what, when, where, why, how, and what if questions.	
*2b2	2	Answer literal and simple inferential questions about main characters, settings, and events.	
*2b3	2	**Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.**	
2b4	2	**Identify the main idea and some details in narrative text or the topic and some details in informational text.**	
2d2	2	Make connections between self and characters and events in text.	

*Indicates ongoing objectives. New skills and objectives are bold-faced.

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a1	2	Blend and segment spoken words into syllables and syllables into phonemes.	
*1a2	2	Continue to identify and count the number of syllables in a spoken word.	
*1a3	2	**Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to "at"= bat; or take /k/ from "cat" = at; change /i/ in hit to /a/ = hat. What happens when you change "spot" to "stop"?).**	
*1b1	2	Use knowledge of vowel diagraphs.	
*1b3	2	Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
*1b4	2	Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce **or analyze** new words.	
1b5	2	Identify and **create** compound words.	
*1b7	2	Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)	
1c	1	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	
1f	1	The student will identify and use synonyms, antonyms, and homonyms.	
1g	2	The student will use context to determine the meanings of unfamiliar or multiple meaning words.	
2a1	2	Text features – titles, headings, illustrations, graphs, **captions, charts**, etc.	
*2b1	2	Answer literal and simple inferential who, what, when, where, why, how, and what if questions.	
*2b2	2	Answer literal and simple inferential questions about main characters, settings, and events.	
*2b4	2	**Identify the main idea and some details in narrative text or the topic and some details in informational text.**	
2d1	3	Interpret text through moving, drawing, speaking, acting, or singing.	
2d4	3	Identify favorite passages and **explain why the passage is a favorite, citing text-based evidence**.	

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a1	2	Blend and segment spoken words into syllables and syllables into phonemes.	
*1a2	2	Continue to identify and count the number of syllables in a spoken word.	
*1a3	2	**Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to "at"= bat; or take /k/ from "cat" = at; change /i/ in hit to /a/ = hat. What happens when you change "spot" to "stop"?).**	
*1b1	2	Use Knowledge of vowel daigraphs.	
*1b3	2	Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
*1b4	2	Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce **or analyze** new words.	
1b6	2	Identify and **create** contractions (e.g., can + not = can't) correctly.	
*1b7	2	Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)	
*1c	1	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	
1d	2	The student will **manipulate and analyze** roots and affixes (e.g., un-, re-, **mis-, pre-**, -s, -es, -ed, -ing, **-y, -ly, -er, -est, –ful,** and **-less**) to understand unfamiliar words.	
1e2	1	**Determine the relationship between pairs of words (e.g., icicles/ Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.)**	
1g	2	The student will use context to determine the meanings of unfamiliar or multiple meaning words.	
1h	1	The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, **glossary**, teacher, and/or peer as a resource).	
*2b1	2	Answer literal and simple inferential who, what, when, where, why, how, and what if questions.	
*2b2	2	Answer literal and simple inferential questions about main characters, settings, and events.	
2b5	2	**Determine simple cause and effect relationships.**	

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		Third Nine Weeks "Continued"	
2b6	**2**	**Identify simple fact and opinion.**	
2b8	**2**	**Identify and discuss the theme of a text.**	
2c1	**2**	Retell a story **orally and in writing** including characters, setting, **problem**, important events, and **resolution**.	
2c2	**2**	Arrange in sequential order a listing of events found in narrative and/or informational text.	
2d3	**3**	Compose visual images.	

*Indicates ongoing objectives. New skills and objectives are bold-faced.

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Fourth Nine Weeks Review			
Competency	**DOK**	Mississippi Language Arts Framework Objectives	
*1b1	2	Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	
*1b3	2	Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
*1b4	2	Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce **or analyze** new words.	
*1b7	2	Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)	
2a2	2	Parts of a book – title page, title, author, illustrator, table of contents, **glossary**, etc.	
2a3	2	Text structures – sequential order, description, **simple cause and effect,** etc	
*2b1	2	Answer literal and simple inferential who, what, when, where, why, how, and what if questions.	
*2b2	2	Answer literal and simple inferential questions about main characters, settings, and events.	
*2b3	2	**Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.**	
2b4	2	**Identify the main idea and some details in narrative text or the topic and some details in informational text.**	
2d2	2	Make connections between self and characters and events in text.	

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First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a1	2	Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	
1a2	2	Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
*1a3	2	Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.	
*1a6	2	Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)	
1b	1	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words	
1c	2	The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, **dis**-, **in-, im-, ir**-, -s, - es, -ed,- ing, -y, -ly, -er, -est, –ful, -less, -**able, -ness, -ish**) to **analyze** words.	
1d1	2	Generate words into categories.	
1d2	2	**Determine relationships among words organized in categories**.	
1e	1	The student will identify and use synonyms, antonyms, and homonyms.	
*2a3	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Text structures – sequential order, description, simple cause and effect, **simple procedure,** etc.	
2a4	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Genres – Fiction, nonfiction, and poetry	
2b1	3	Answer and **generate questions about purposes for reading**.	
*2b2	3	Answer literal and inferential questions about main characters, setting, plot, and theme.	
*2b3	3	Answer literal and inferential questions about characters' actions, motives, traits, and emotions.	
2b4	3	Identify the stated main idea of a narrative text or the topic of an informational text.	

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a1	2	Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	
1a2	2	Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
*1a3	2	Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.	
*1a6	2	Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)	
1b	1	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	
1c	2	The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, **dis**-, **in-, im-, ir**-, -s, - es, -ed,- ing, -y, -ly, -er, -est, –ful, -less, -**able, -ness, -ish**) to **analyze** words.	
1f	2	The student will use context to determine the meanings of unfamiliar or multiple meaning words.	
1g	2	The student will use context to determine the simple figurative meanings (e.g., **simile, metaphor, and personification**) of words.	
2a1	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Text features – titles, headings, captions, illustrations, graphs, charts, **diagrams,** etc.	
2a2	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Parts of a book – title page, table of contents, glossary, **index,** etc.	
*2a3	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Text structures – sequential order, description, simple cause and effect, **simple procedure,** etc.	
*2b2	3	Answer literal and inferential questions about main characters, setting, plot, and theme.	
2b5	3	Arrange in sequential order a listing of events found in narrative and/or informational text.	
2b6	3	Identify cause and effect as stated in text.	
2b7	3	Identify simple fact and opinion.	
2b9	3	Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.	
*2b10	3	Use key words in text to justify prediction(s).	

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Second Nine Weeks "Continued"

2d1	3	Interpret text through moving, drawing, speaking, acting, or singing.	
2d2	3	Make connections between self and characters, events, and information in text or among texts.	
2d3	3	Compose visual images based upon text	

*Indicates ongoing objectives. New skills and objectives are bold-faced.

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a1	2	Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.	
1a2	2	Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	
*1a3	2	Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.	
1a4	2	Create and **analyze complex** compound words (e.g., sky + scraper = skyscraper).	
1a5	2	Create and **use complex** contractions (e.g., will + not = won't) correctly.	
*1a6	2	Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)	
1b	1	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words	
1h	1	The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, **thesaurus, electronic dictionary,** teacher or peer as a resource).	
2a1	2	The student will use text features, parts of a book, text structures, and genres to analyze text Text features – titles, headings, captions, illustrations, graphs, charts, **diagrams,** etc.	
2a2	2	The student will use text features, parts of a book, text structures, and genres to analyze text Parts of a book – title page, table of contents, glossary, **index,** etc.	
*2a3	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Text structures – sequential order, description, simple cause and effect, **simple procedure,** etc.	
*2b2	3	Answer literal and inferential questions about main characters, setting, plot, and theme.	
*2b3	3	Answer literal and inferential questions about characters' actions, motives, traits, and emotions.	
2b7	3	Identify simple fact and opinion.	
2b8	3	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	
2b11	3	Identify important themes from texts and examine from more than one point of view.	
2c1	2	Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	

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Third Nine Weeks "Continued"

2c2	**2**	**Write summaries that contain the main ideas of the reading selection and the most significant details**.	
2d2	**3**	Make connections between self and characters, events, and information in text or among texts.	

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Fourth Nine Weeks Review

Competency	DOK	Mississippi Language Arts Framework Objectives	
1a2			
1a4	2	Create and **analyze complex** compound words (e.g., sky + scraper = skyscraper).	
1a5	2	Create and **use complex** contractions (e.g., will + not = won't) correctly.	
*1a6	2	Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)	
1c	1	The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, **dis**-, **in-, im-, ir**-, -s, - es, -ed,- ing, -y, -ly, -er, -est, –ful, -less, -**able, -ness, -ish**) to **analyze** words.	
1d2	2	**Determine relationships among words organized in categories**.	
1g	2	The student will use context to determine the simple figurative meanings (e.g., **simile, metaphor, and personification**) of words.	
1h	1	The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, **thesaurus, electronic dictionary,** teacher or peer as a resource).	
*2a1	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Text features – titles, headings, captions, illustrations, graphs, charts, **diagrams,** etc.	
*2a2	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Parts of a book – title page, table of contents, glossary, **index,** etc.	
*2a3	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Text structures – sequential order, description, simple cause and effect, **simple procedure,** etc.	
2a4	2	The student will use text features, parts of a book, text structures, and genres to analyze text. Genres – Fiction, nonfiction, and poetry	
2b1	3	Answer and **generate questions about purposes for reading**.	
*2b2	3	Answer literal and inferential questions about main characters, setting, plot, and theme.	
*2b3	3	Answer literal and inferential questions about characters' actions, motives, traits, and emotions.	
2b4	3	Identify the stated main idea of a narrative text or the topic of an informational text.	
2b5	3	Arrange in sequential order a listing of events found in narrative and/or informational text.	

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Fourth Nine Weeks Review "Continued"

2b6	3	Identify cause and effect as stated in text.	
2b7	3	Identify simple fact and opinion.	
2b8	3	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	
2b9	3	Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.	
2b10	3	Use key words in text to justify prediction(s).	
2b11	3	Identify important themes from texts and examine from more than one point of view.	
2c1	2	Retell a story orally and in writing including characters, setting, problem, important events, and resolution.	
2c2	2	**Write summaries that contain the main ideas of the reading selection and the most significant details**.	
2d2	3	Make connections between self and characters, events, and information in text or among texts.	

*Indicates ongoing objectives. New skills and objectives are bold-faced.

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First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
1a	**1**	The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel -consonant + e, consonant + le) for decoding words.	
1b	**2**	The student will identify roots and affixes (e.g., **non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic**) in words	
1c	**1**	The student will develop and apply **expansive** knowledge of words and word meanings to communicate	
1d	**2**	The student will identify and **produce** grade level appropriate synonyms, antonyms, and homonyms.	
1e	**2**	The student will use **definitional, synonym, or antonym** context clues to **infer** the meanings of unfamiliar words.	
2b2	**2**	**Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.**	
2b3	**2**	Identify stated causes and effect relationships in paragraphs and short passages**.**	
2b5	**2**	Predict a **logical** outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.	
2d1	**3**	**Story elements (e.g., setting, characters, character traits, events, resolution, point of view)**	

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
1c	1	The student will develop and apply **expansive** knowledge of words and word meanings to communicate.	
1f	2	The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, **hyperbole**) to determine the meaning of words and to **communicate**.	
1g	1	The student will use reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, **syllabication, synonyms, antonyms, and parts of speech for unknown words**.	
2a1	2	The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret**, or analyze text. Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, **bold-faced print, italics, maps, icons, pull down menus, key word searches,** etc.	
2a2	2	The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret**, or analyze text. Parts of a book - title page, table of contents, glossary, index, **appendix, footnotes,** etc.	
2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret**, or analyze text. Text structures - sequential order, description, simple cause and effect, simple procedure**, compare/contrast,** etc.	
2b4	2	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	
2d2	3	The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. **Literary devices (e.g., imagery, exaggeration, dialogue)**	
2d3	3	The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. **Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)**	

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Third Nine Weeks "Continued"

Competency	DOK	Mississippi Language Arts Framework Objectives	
1c	1	The student will develop and apply **expansive** knowledge of words and word meanings to communicate.	
2a4	2	Genres – Fiction, nonfiction, and poetry	
2d4	3	The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. **Author's purpose (e.g., inform, entertain, persuade)**	
2e1	2	The student will identify facts, opinions, or tools of persuasion in text. Distinguish between fact and opinion.	
2e2	2	The student will identify facts, opinions, or tools of persuasion in text. **Identify tools of persuasion** (**e.g. name calling, endorsement, repetition**, **air and rebut the other side's point of view**).	

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Fourth Nine Weeks Review

Competency	DOK	Mississippi Language Arts Framework Objectives	
1b	2	The student will identify roots and affixes (e.g., **non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic**) in words.	
1e	2	The student will use **definitional, synonym, or antonym** context clues to **infer** the meanings of unfamiliar words.	
1f	2	The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, **hyperbole**) to determine the meaning of words and to **communicate**.	
1g	1	The student will use reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation, **syllabication, synonyms, antonyms, and parts of speech for unknown words**.	
2a1	2	The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret**, or analyze text. Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, **bold-faced print, italics, maps, icons, pull down menus, key word searches,** etc.	
2a2	2	The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret**, or analyze text. Parts of a book - title page, table of contents, glossary, index, **appendix, footnotes,** etc.	
2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret**, or analyze text. Text structures - sequential order, description, simple cause and effect, simple procedure, **compare/contrast,** etc.	
2a4	2	The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret**, or analyze text. Genres – Fiction, nonfiction, and poetry	
2b2	2	**Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.**	
2b5	2	Predict a **logical** outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.	
2d1	3	The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. **Story elements (e.g., setting, characters, character traits, events, resolution, point of view)**	
2d2	3	The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. **Literary devices (e.g., imagery, exaggeration, dialogue)**	

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Fourth Nine Weeks Review "Continued"

2d3	**3**	The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence**. Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)**	
2d4	**3**	The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence**. Author's purpose (e.g., inform, entertain, persuade)**	
2e2	**2**	**Identify tools of persuasion (e.g. name calling, endorsement, repetition**, air and rebut the other side's point of view)**.	

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First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
1a	2	The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, **inter-, super-, semi**-, –tion, -or, -ion, -ity, -ment, -ic, **-ian, -ist, -ous, -eous, -ious**) **in multi-syllabic words**.	
1b	1	The student will develop and apply expansive knowledge of words and word meanings to communicate.	
1c	2	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.	
1g	2	**The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language).**	
2a1	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, **subheadings, numberings,** captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.	
2a2	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.	
2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. Text structures - sequential order, description, simple cause and effect, procedure**,** compare/contrast, **order of importance, problem/solution,** etc.	
2a4	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. Genres – Fiction, nonfiction, poetry, **biographies, and autobiographies**	
2b1	2	**Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence**.	
2b5	2	Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.	
2d1	3	The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	
2d4	3	The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. Author's purpose (e.g., inform, entertain, persuade)	

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a	2	The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, **inter-, super-, semi**-, –tion, -or, -ion, -ity, -ment, -ic, **-ian, -ist, -ous, -eous, -ious**) **in multi-syllabic words**.	
*1b	1	The student will develop and apply expansive knowledge of words and word meanings to communicate.	
*1c	2	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.	
1d	2	The student will use definitional, synonym, antonym, or **example** clues to infer the meanings of unfamiliar words	
1e	2	The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, **idiom**) to determine the meaning of **text** and to communicate.	
1f	1	The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words.	
2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. Text structures - sequential order, description, simple cause and effect, procedure**,** compare/contrast, **order of importance, problem/solution,** etc.	
*2b1	2	**Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence**.	
2b2	2	Apply knowledge of transitions and cue words to identify and sequence events in narrative text **including text containing flashbacks** and **events not in time order**.	
2c	2	The student will recognize or generate a summary or paraphrase of the events or ideas in **literary text, literary nonfiction, and informational text of increasing length and difficulty**, citing text-based evidence.	
2d4	3	The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. Author's purpose (e.g., inform, entertain, persuade)	

*Indicates ongoing objectives. New skills and objectives are bold-faced.

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 Third Nine Weeks			
Competency	**DOK**	Mississippi Language Arts Framework Objectives	
*1a	2	The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, **inter-, super-, semi**-, –tion, -or, -ion, -ity, -ment, -ic, **-ian, -ist, -ous, -eous, -ious**) **in multi-syllabic words**.	
*1b	1	The student will develop and apply expansive knowledge of words and word meanings to communicate.	
*1c	2	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.	
1d	2	The student will use definitional, synonym, antonym, or **example** clues to infer the meanings of unfamiliar words	
*2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. Text structures - sequential order, description, simple cause and effect, procedure**, compare/contrast, order of importance, problem/solution,** etc.	
2a4	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. Genres – Fiction, nonfiction, poetry, **biographies, and autobiographies**	
2b1	2	**Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence**.	
2b3	2	Identify **and infer cause and effect in texts**.	
2b4	2	Synthesize information stated in the text with prior knowledge and experience **to draw valid conclusions with supporting evidence including text-based evidence**.	
2d	3	The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence.	
2d4	3	The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence Author's purpose (e.g., inform, entertain, persuade)	
2e1	2	The student will identify and **interpret facts**, opinions, or tools of persuasion in texts. Distinguish between fact and opinion.	

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Fourth Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1a	2	The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, **inter-, super-, semi**-, –tion, -or, -ion, -ity, -ment, -ic, **-ian, -ist, -ous, -eous, -ious**) **in multi-syllabic words**.	
*1b	1	The student will develop and apply expansive knowledge of words and word meanings to communicate.	
*1c	2	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.	
*1d	2	The student will use definitional, synonym, antonym, or **example** clues to infer the meanings of unfamiliar words	
1f	1	The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words.	
1g	2	**The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language).**	
*2a1	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, **subheadings, numberings,** captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.	
2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. Text structures - sequential order, description, simple cause and effect, procedure**,** compare/contrast, **order of importance, problem/solution,** etc.	
*2b1	2	**Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence**.	
2d2	3	The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. Literary devices (e.g., imagery, exaggeration, dialogue)	
2d3	3	The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)	
2e2	2	Identify and **interpret** tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, **association, stereotypes, bandwagon**).	

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		Fourth Nine Weeks "Continued"	
*2d4	3	The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. Author's purpose (e.g., inform, entertain, persuade)	
2e2	2	Identify and **interpret** tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, **association, stereotypes, bandwagon**).	

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First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
1a	2	The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, **com-, ex-, il-, mid-, under-, sub-,** -tion -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, **-ance, -ence, -ive, -en**) to determine the meaning of multi-syllabic words.	
*1b	1	The student will develop and apply expansive knowledge of words and word meaning to communicate.	
*1c	2	The student will **use** grade level appropriate synonyms, antonyms, and homonyms.	
*1d	2	The student will use context clues to **determine** the meanings of unfamiliar **or multiple meaning words**.	
*1g	3	The student will **analyze and evaluate vocabulary usage based on appropriateness for context and purpose** (e.g., formal and informal language).	
2a1	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.	
2a2	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.	
*2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	
*2b1	2	Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.	
*2d1	3	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	
2e1	2	**Analyze use of** and distinguish between fact and opinion.	

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1b	1	The student will develop and apply expansive knowledge of words and word meaning to communicate.	
*1c	2	The student will **use** grade level appropriate synonyms, antonyms, and homonyms.	
*1d	2	The student will use context clues to **determine** the meanings of unfamiliar **or multiple meaning words**.	
1e	2	The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate.	
*1g	3	The student will **analyze and evaluate vocabulary usage based on appropriateness for context and purpose** (e.g., formal and informal language).	
*2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	
*2b1	2	Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.	
*2d1	3	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	
2d2	3	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. Literary devices (e.g., imagery, exaggeration, dialogue)	
2d3	3	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)	
2d4	3	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. Author's purpose (e.g., inform, entertain, persuade)	

*Indicates ongoing objectives. New skills and objectives are bold-faced.

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*1b	1	The student will develop and apply expansive knowledge of words and word meaning to communicate.	
*1c	2	The student will **use** grade level appropriate synonyms, antonyms, and homonyms.	
*1d	2	The student will use context clues to **determine** the meanings of unfamiliar **or multiple meaning words**.	
*1g	3	The student will **analyze and evaluate vocabulary usage based on appropriateness for context and purpose** (e.g., formal and informal language).	
*2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	
*2b1	2	Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.	
2b2	2	Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.	
2b3	2	**Infer cause and effect based on sequence of events and to predict outcomes.**	
2b4	2	Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	
2b5	2	Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.	
*2d1	3	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	
2e2	2	**Analyze use of tools of persuasion** (e.g. name calling, endorsement, **repetition**, air and rebut the other side's point of view, association, stereotypes, bandwagon, **plain folks, tabloid thinking, shock tactics and fear, intertextual references**).	

*Indicates ongoing objectives. New skills and objectives are bold-faced.

Coahoma County School District
Pacing Guide
2010-2011 Sixth Grade Reading

Fourth Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
1b	1	The student will develop and apply expansive knowledge of words and word meaning to communicate.	
1c	2	The student will **use** grade level appropriate synonyms, antonyms, and homonyms.	
1d	2	The student will use context clues to **determine** the meanings of unfamiliar **or multiple meaning words**.	
1f	2	The student will **apply** knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) **to evaluate word choice in a variety of texts (e.g., revise writing, peer editing)** and to determine meaning.	
1g	3	The student will **analyze and evaluate vocabulary usage based on appropriateness for context and purpose** (e.g., formal and informal language).	
2a3	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	
2a4	2	The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and **plays**	
*2b1	2	Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.	
2c	2	The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence.	
*2d1	3	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)	

*Indicates ongoing objectives. New skills and objectives are bold-faced.

Coahoma County School District
Pacing Guide
2010-2011 Kindergarten Language Arts

Teachers are expected to use the writing process in achieving success with language arts objectives. It will be necessary to integrate objectives into the writing process and not teach them in isolation. These steps include prewriting, drafting, revising, editing, and publishing.

First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
3b2	3	Compose drawing/visual images and orally describe compositions.	
3b2	3	Compose oral descriptions of a familiar person, place, or thing.	
4a2	1	Begin to recognize the use of articles and conjunctions.	
4b3	1	Begin to use developmentally appropriate spelling. -Spell first name orally.	
*4b4	1	*Develop handwriting skills: -Reproduce a visual pattern. -Trace, copy, and generate letters. -Write first name legibly.	

This symbol (*) means that objective(s) are ongoing throughout school term.

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
3c1	3	Compose dictated narratives relating a personal story.	
*3c2	3	*Compose drawings/visual images and use to dictate a personal story or narrative.	
4b2	1	Begin to recognize and use capital letters (e.g. first word in a sentences, name) in shared writing.	
4b3	1	Begin to use developmentally appropriate spelling. -Recognize and record some beginning sounds in words. -Spell last name.	
*4b4	1	*Develop handwriting skills: **-Position paper in order to write in a left to right progression.** -Trace/draw recognizable shapes. -Write last name legibly.	
*4c1	1	*Speak in complete sentences.	
*4c2	1	*Initiate questions in conversation using age-appropriate words, phrases, and sentences.	

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3c2	3	*Compose drawings/visual images and use to dictate a personal story or narrative.	
*4a1	1	*Begin to recognize the use of nouns and verbs.	
*4a1	1	*Begin to recognize the use of adjectives.	
*4a2	1	*Begin the use of articles and conjunctions.	
*4b1	1	*Begin to recognize and use end punctuation (e.g. , period, question mark, exclamation mark) in shared writing.	
4b3	1	Begin to use developmentally appropriate spelling. **-Recognize and record some beginning sounds in words.** -Spell some sight words.	
*4c1	1	*Speak in complete sentences.	
*4c2	1	*Initiate questions in conversation using age-appropriate words, phrases, and sentences.	

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		Fourth Nine Weeks	
Competency	**DOK**	**Mississippi Language Arts Framework Objectives**	
3a	**3**	Use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). 3a1: Planning - Begin to use graphic organizers to generate and organize ideas. 3a2: Drafting • Begin to put thoughts on paper through use of scribbling, symbols, pictures, or words. [*Writing for kindergarten students is defined as making marks and/or symbols on a page that possess meaning for the author.] 3a3: Revising • Begin to add details to compositions. 3a4: Editing • Begin to edit for capitalization and end punctuation in written compositions. 3a5: Publishing/Sharing • Share compositions with others by displaying and retelling ideas.	
*3c2	**3**	*Compose drawings/visual images and use to dictate a personal story or narrative.	
*4a1	**1**	*Begin to recognize the use of adjectives.	
*4a2	**1**	*Begin the use of articles and conjunctions.	
4b3	**1**	**Begin to use developmentally appropriate spelling.** -Recognize and record some beginning sounds in words. -Spell some sight words.	
*4c1	**1**	*Speak in complete sentences.	
*4c2	**1**	*Initiate questions in conversation using age-appropriate words, phrases, and sentences.	

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Teachers are expected to use the writing process in achieving success with language arts objectives. It will be necessary to integrate objectives into the writing process and not teach them in isolation. These steps include prewriting, drafting, revising, editing, and publishing.

		First Nine Weeks	
Competency	**DOK**	Mississippi Language Arts Framework Objectives	
*3a	**3**	*The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) **to compose or edit**. 1) Planning • Use graphic organizers to generate and organize ideas. 2) Drafting • Put thoughts on paper using **words and sentences**. 3) Revising • **Revise compositions by clarifying and adding details**. 4) Editing • Edit for capitalization and punctuation. 5) Publishing/Sharing • Share compositions by displaying, retelling, and/or reading ideas.	
3b1	**3**	Compose drawing/visual images and orally describe.	
*3d3	**1**	*The student will compose a short informational text based on a familiar topic, including but not limited to: Reports, **Letters, thank you notes, invitations,** Functional texts (e.g., labels, **directions, shopping lists**, etc.)	
*4a	**1**	The student will use Standard English grammar.	
*4a1	**1**	Begin to use nouns **(e.g. singular, plural).**	
*4a2	**1**	Begin to use verbs.	
*4b8	**1**	Develop handwriting skills.	
		Position paper in order to write in a left and right progression moving from top to bottom on the page.	
		Write first and last name legibly.	
		Write lowercase and uppercase letters legibly.	

This symbol (*) means that objective(s) are ongoing throughout school term.

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a	3	*The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) **to compose or edit**.	
*3c	3	*The student will compose a narrative with a beginning, middle, and end.	
*3c1	3	Compose retelling stories with beginning, middle, and end.	
*3c2	3	Compose drawings/visual images to tell stories with beginning, middle, and end.	
*3d3	1	*The student will compose a short informational text based on a familiar topic, including but not limited to: Reports, **Letters, thank you notes, invitations,** Functional texts (e.g., labels, **directions, shopping lists**, etc.)	
*4a	1	The student will use Standard English grammar.	
*4a1	1	Begin to use nouns **(e.g. singular, plural).**	
*4a2	1	Begin to use verbs.	
4a3	1	Begin to use articles and coordinating conjunctions.	
*4b1	1	*Begin to use appropriate end punctuation. (e.g. period, question mark, exclamation mark)	
*4b2	1	*Begin to use periods in common abbreviations (e.g. Mr., Mrs., Dr., days of the week, and months of the year).	
*4b6	1	Begin the use capitalization (e.g. first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I").	
*4b7	1	**Spell words commonly found in first grade level text.**	
*4b8	1	Develops handwriting skills. **Write words and sentences legibly using proper spacing.**	
4c1	2	**Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling).**	

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Second Nine Weeks "Continued"

*4c2	2	Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/asking a question, exclamatory/showing strong feeling).	

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a	3	* The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing).	
*3b	3	* The student will compose a description of a person, place, or thing	
*3b2	3	* Compose oral and written descriptions of a familiar person, place, or thing.	
*3d3	1	*The student will compose a short informational text based on a familiar topic, including but not limited to: Reports, **Letters, thank you notes, invitations,** Functional texts (e.g., labels, **directions, shopping lists**, etc.)	
*4a	1	The student will use Standard English grammar.	
*4a1	1	Begin to use nouns **(e.g. singular, plural).**	
*4a2	1	Begin to use verbs.	
4a4	1	**Begin to use adjectives.**	
4a5	1	**Begin to use pronouns.**	
4b3	1	**Begin to use commas (e.g. dates).**	
4b4	1	**Begin to use apostrophes (e.g. contractions).**	
*4b7	2	***Spell words commonly found in first grade level text.**	
*4b8	1	Develops handwriting skills. **Write words and sentences legibly using proper spacing.**	
*4c2	2	**Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/asking a question, exclamatory/showing strong feeling).**	

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Fourth Nine Weeks Review

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a	3	* The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing).	
*3b	3	* The student will compose a description of a person, place, or thing	
*3b2	3	* Compose oral and written descriptions of a familiar person, place, or thing.	
*4a	1	The student will use Standard English grammar.	
*4a1	1	Begin to use nouns **(e.g. singular, plural).**	
*4a2	1	Begin to use verbs.	
4a4	1	**Begin to use adjectives.**	
4a5	1	**Begin to use pronouns.**	
4b3	1	**Begin to use commas (e.g. dates).**	
4b4	1	**Begin to use apostrophes (e.g. contractions).**	
*4b7	2	***Spell words commonly found in first grade level text.**	
*4b8	1	Develops handwriting skills. **Write words and sentences legibly using proper spacing.**	
*4c2	2	***Compose sentences with a variety of purposes (e.g. declarative/telling, interrogative/question, exclamatory/strong feeling).**	

Coahoma County School District
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2010-2011 Second Grade Language Arts

Teachers are expected to use the writing process in achieving success with language arts objectives. It will be necessary to integrate objectives into the writing process and not teach them in isolation. These steps include prewriting, drafting, revising, editing, and publishing.

First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a	3	*The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) **to compose or edit**. 1) <u>Planning</u> • Use graphic organizers to generate and organize ideas. 2) <u>Drafting</u> • Put thoughts on paper using **words and sentences**. 3) <u>Revising</u> • **Revise compositions by clarifying and adding details**. 4) <u>Editing</u> • Edit for capitalization and punctuation. 5) <u>Publishing/Sharing</u> • Share compositions by displaying, retelling, and/or reading ideas.	
3e	3	The student will generate questions and use one source to locate the answers.	
*4a1	1	***The student will use Standard English grammar. Nouns (e.g. singular, plural, common, proper, possessive)**	
*4a2	1	**The student will use Standard English grammar. Verbs, helping verbs and irregular verbs**	
*4b8	1	*The student will use Standard English mechanics to compose or edit. Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", **holidays, titles, initials**)	
*4b9	1	Use Standard English mechanics to compose or edit. Spell words commonly found in **second grade** level texts**.**	
*4b10	1	*The student will use Standard English mechanics to compose or edit. Write words and sentences legibly.	
4c1	2	Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, **imperative/ command or request**).	
4c2	2	Compose declarative/telling, interrogative/question, exclamatory/strong feeling, and **imperative/command or request** sentences.	

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First Nine Weeks "Continued"			
4c3	2	Compose simple and compound sentences.	

This symbol (*) means that objective(s) are ongoing throughout school term.

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a(1-5)	3	*The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) **to compose or edit**.	
3b	3	The student will compose descriptive text containing specific details.	
*3d2	3	The student will compose informational text with a **main idea and supporting details**. **Letters, thank you notes, invitations**	
3d3	3	The student will compose informational text with a **main idea and supporting details**. Functional texts (e.g., labels, directions, shopping lists)	
*4a1	1	***The student will use Standard English grammar. Nouns (e.g., singular, plural, common, proper, possessive)**	
*4a2	1	**The student will use Standard English grammar. Verbs, helping verbs and irregular verbs**	
4a6	1	The student will use Standard English grammar. Adjectives (e.g., **possessive, comparative, superlative**)	
4a8	1	The student will use Standard English grammar. Pronouns (e.g., **subject pronouns, singular pronouns, plural pronouns)**	
4b2	1	Periods in common abbreviations (e.g., **titles of address**, days of the week, months of the year)	
4b3	1	Comma (e.g., dates, series, addresses, and closings in a friendly letter	
4b5	1	**Underlining/Italics (e.g., titles of books and movies)**	
4b6	1	Apostrophes (e.g., in notation of time)	
4b7	1	Colons (e.g., in notation of time)	
*4b8	1	* The student will use Standard English mechanics to compose or edit. Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", **holidays, titles, initials**)	
*4b9	1	*Use Standard English mechanics to compose or edit. Spell words commonly found in **second grade** level texts.	

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Second Nine Weeks "Continued"

*4b10	**1**	*The student will use Standard English mechanics to compose or edit. Write words and sentences legibly.	
4c2	**2**	Compose declarative/telling, interrogative/question, exclamatory/strong feeling, and imperative/command or request sentences.	
4c3	**2**	Compose simple and compound sentences.	

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a(1-5)	3	* The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing).	
3c	3	The student will compose narrative text with a beginning, middle, and end.	
*3d1	3	*The student will compose informational text with a main idea and supporting details.	
3d2	3	The student will compose informational text with a main idea and supporting details. Letters, thank you notes, invitations	
*4a2	1	**The student will use Standard English grammar. Verbs, helping verbs and irregular verbs**	
4a3	1	**Verb tense (conjugation and purpose for past, present, and future)**	
4a4	1	**Subject-verb agreement**	
4a5	1	**Articles and coordinating conjunctions**	
4a7	1	Prepositions	
4a9	1	Adverbs	
4b4	1	Quotation marks	
*4b8	1	*The student will use Standard English mechanics to compose or edit. Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", **holidays, titles, initials**)	
*4b9	1	Use Standard English mechanics to compose or edit. Spell words commonly found in **second grade** level texts	
*4b10	1	Use Standard English mechanics to compose or edit. Write words and sentences legibly.	

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Fourth Nine Weeks Review

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a(1-5)	3	* The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing).	
*3d1	3	*The student will compose informational text with a main idea and supporting details.	
*4a1	1	**The student will use Standard English grammar. Nouns (e.g., singular, plural, common, proper, possessive)**	
*4a2	1	**The student will use Standard English grammar. Verbs, helping verbs and irregular verbs**	
4a5	1	Articles and coordinating conjunctions	
4a7	1	Prepositions	
4b6	1	Apostrophes (e.g., contractions, possessives)	
*4b8	1	*The student will use Standard English mechanics to compose or edit. Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", **holidays, titles, initials**)	
*4b9	1	*Use Standard English mechanics to compose or edit. Spell words commonly found in **second grade** level texts	
*4b10	1	*Use Standard English mechanics to compose or edit. Write words and sentences legibly.	
4c2	2	Compose declarative/telling, interrogative/question, exclamatory/strong feeling, and imperative/command or request sentences.	

Coahoma County School District
Pacing Guide
2010-2011 Third Grade Language

Teachers are expected to use the writing process in achieving success with Language Arts objectives. It will be necessary to integrate objectives into the writing process and not teach them in isolation. The steps of the writing process include prewriting, drafting, revising, editing, and publishing.

		First Nine Weeks	
Competency	**DOK**	**Mississippi Language Arts Framework Objectives**	
3a* (1-5)	**3**	**The student will express, communicate, or evaluate ideas effectively.** a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. . [Note: Editing will be tested under competency four.] **(DOK 3)** 1) Planning • Use a variety of graphic organizers (e.g., Venn diagrams, bubble maps, story maps, **simple outlines**, etc.) to generate and organize ideas. 2) Drafting • Transfer thoughts from graphic organizers and simple outlines into paragraphs. 3) Revising • Revise paragraphs for organization, to add details, and to clarify ideas. 4) Editing • **Edit paragraphs using a general rubric** (e.g., grammar usage, punctuation, and sentence structure). • Edit for correct capitalization, punctuation, spelling and word usage. 5) Publishing/Sharing • **Publish writing** formally and informally **using a variety of media.**	
3c	**3**	The student will compose narrative text with a clear beginning, middle and end.	
4a1	**1**	The student will use Standard English grammar to compose or edit. Nouns (e.g. singular, plural **[including irregular forms]**, common and proper)	
4a2	**1**	The student will use Standard English grammar to compose or edit. Verbs, helping verbs	
4a5	**1**	The student will use Standard English grammar to compose or edit. Articles	
4a6	**1**	The student will use Standard English grammar to compose or edit. Adjectives	
4a8	**1**	The student will use Standard English grammar to compose or edit. Pronouns (e.g. subject pronouns, singular pronouns, plural pronouns)	
4a10	**1**	The student will use Standard English grammar to compose or edit. Adverbs	

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First Nine Weeks "Continued"

4b1	1	The student will use Standard English mechanics to compose or edit End punctuation (e.g. period, question mark, exclamation mark, comma)	

*Indicate ongoing objectives. New skills and objectives are bold-faced.

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Second Nine Weeks			
Competency	DOK	Mississippi Language Arts Framework Objectives	
3a*(1-5)	3	Use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/ sharing) to compose or edit	
3e	3	Compose a simple persuasive text.	

*Indicate ongoing objectives. New skills and objectives are bold-faced.

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
3a* (1-5)	3	Use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/ sharing) to compose or edit.	
3b	3	Compose descriptive text using specific details and **vivid language**.	
3d	3	Compose informational text and **at least three supporting details** 1. Reports 2. Letters, thank you notes, invitations 3. Functional texts (e.g. labels, directions, shopping lists)	
3f	3	Generate questions and use **multiple sources** to locate answers	
4a2	1	The student will use Standard English grammar to compose or edit. Verbs (irregular verbs)	
4a3	1	The student will use Standard English grammar to compose or edit. Verb tense conjugation and purpose for past, present and future	
4a5	1	The student will use Standard English grammar to compose or edit. Coordinating conjunctions	
4a11	1	The student will use Standard English grammar to compose or edit. **Interjections**	
4b4	1	The student will use Standard English mechanics to compose or edit. Quotation marks (e.g. quotations, **titles of poems**)	
4b5	1	The student will use Standard English mechanics to compose or edit. Underlining/ italics (titles of books and movies)	
4b6	1	The student will use Standard English mechanics to compose or edit. Apostrophes (e.g. contractions, possessives)	
4b9	3	The student will use Standard English mechanics to compose or edit. Spell words commonly found in **third grade level** text.	
4b10	1	The student will use Standard English mechanics to compose or edit. Write legibly.	

*Indicate ongoing objectives. New skills and objectives are bold-faced.

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Fourth Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
3a* (1-5)	3	Use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/ sharing) to compose or edit.	
3d	3	Compose informational text and at least three supporting details. 1. Reports 2. Letters 3. Thank you notes & invitations 4. Functional texts (e.g. labels, directions, and shopping lists)	
3f	3	Generate questions and use **multiple** sources to locate answers	
4a5	1	The student will use Standard English mechanics to compose or edit. Coordinating conjunctions	
4a7	1	The student will use Standard English mechanics to compose or edit. Prepositions	
4a8	1	The student will use Standard English mechanics to compose or edit. Pronouns (e.g. subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns)	
4a9	1	The student will use Standard English mechanics to compose or edit. **Pronoun – antecedent agreement (number and gender)**	
4a10	1	The student will use Standard English mechanics to compose or edit. Adverbs	
4a11	1	The student will use Standard English mechanics to compose or edit. Interjections	
4b6	1	The student will use Standard English mechanics to compose or edit. Apostrophes (e.g. contractions, possessives)	
4c2	2	Compose simple sentences with compound subjects and/ or compound predicates; compound sentences.	
4c3	2	**Avoid sentence fragments and run-on sentences**	

*Indicate ongoing objectives. New skills and objectives are bold-faced.

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Teachers are expected to use the writing process in achieving success with Language Arts objectives. It will be necessary to integrate objectives into the writing process and not teach them in isolation. The steps of the writing process include prewriting, drafting, revising, editing, and publishing.

First Nine Weeks			
Competency	**DOK**	Mississippi Language Arts Framework Objectives	
*3a	3	**The student will express, communicate, evaluate, or exchange ideas effectively.** a. The student will use **and reflect on an** appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) **to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length**. [Note: Editing will be tested under competency four.] 1) <u>Planning</u> • Plan for composing using a variety of strategies (e.g., **brainstorming, drawing, graphic organizers, peer discussion, reading, viewing**). 2) <u>Drafting</u> • **Draft with increasing fluency**. 3) <u>Revising</u> • **Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric**. 4) <u>Editing</u> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) <u>Publishing/Sharing</u> • Share writing with others formally and informally using a variety of media.	
3b	3	The student will compose descriptive texts using specific details and vivid language.	
3c	3	The student will compose narrative text **relating an event** with a clear beginning, middle, and end. **Stories and retellings, narrative poems,** PowerPoint presentations	
*4a1	1	The student will apply Standard English grammar to **compose or edit**. Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)	
4a2	1	The student will apply Standard English grammar to **compose or edit.** Verbs (e.g. helping verbs, irregular verbs, **linking verbs**)	
4a4	1	The student will apply Standard English grammar to **compose or edit**. Subject-verb agreement	
4a5	1	The student will apply Standard English grammar to **compose or edit**. Articles and coordinating conjunctions.	

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First Nine Weeks "Continued"

4a6	**1**	The student will apply Standard English grammar to **compose or edit**. Adjectives (e.g., possessive, comparative, superlative)	
4a7	**1**	The student will apply Standard English grammar to **compose or edit**. Prepositions	
4a8	**1**	The student will apply Standard English grammar to **compose or edit**. Pronouns (e.g. subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, **object pronouns, reflexive pronouns, demonstrative pronouns).**	
4a10	**1**	The student will apply Standard English grammar to **compose or edit**. Adverbs (avoiding double negatives; **comparative forms**)	
4b1	**1**	The student will apply Standard English mechanics **to compose or edit** using end punctuation (e.g. period, question mark, exclamation point).	
4b2	**1**	The student will apply Standard English mechanics **to compose or edit** using periods in common abbreviations (e.g. titles of address, days of the week, months of the year).	
4b3	**1**	The student will apply Standard English mechanics **to compose or edit** using commas (e.g. dates, series, addresses, greetings and closings of friendly letters, quotations, **introductory prepositional phrases, and nonessential appositive phrases)**	
4b5	**1**	The student will apply Standard English mechanics **to compose or edit** using quotation marks (e.g., quotations; titles of poems, **titles of songs, titles of short stories)**	
4b6	**1**	The student will apply Standard English mechanics **to compose or edit** using underlining/italics (e.g. titles of books and movies)	
4b8	**1**	The student will apply Standard English mechanics **to compose or edit** using capitalization (e.g. first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," **first word in greetings and closings of friendly letters, proper adjectives.)**	
4b9	**1**	The student will apply Standard English mechanics **to compose or edit** by spelling words commonly found in **fourth grade** level text.	
*4c1	**2**	The student will apply knowledge of sentence structure in **composing or editing by** analyzing the structure of sentences (e.g. simple sentences **including those with compound subjects and/or compound predicates;** compounds sentences; and **complex sentences, including independent and dependent clauses.)**	
*4c2	**2**	The student will apply knowledge of sentence structure in **composing or editing by** composing simple sentences with compound subjects and/or compound predicates; compound sentences; and **complex sentences.**	
4c3	**2**	The student will apply knowledge of sentence structure in **composing or editing by** avoiding sentence fragments and fun-on sentences, and **comma splices.**	

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First Nine Weeks "Continued"

4c4	**2**	The student will apply knowledge of sentence structure in **composing or editing by analyzing sentences containing descriptive adjectives, adverbs, prepositional phrases, and appositive phrases.**	
4c5	**2**	The student will apply knowledge of sentence structure in **composing or editing by composing sentences containing descriptive, adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.**	

* Indicates ongoing objectives.

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a	3	The student will use **and reflect on an** appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) **to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length**. [Note: Editing will be tested under competency four.]	
3b	3	The student will compose descriptive texts using specific details and vivid language.	
3e	3	The student will compose simple persuasive text **clearly expressing a main idea with supporting details for a specific purpose and audience.** Letters, speeches, advertisements	
*4a1	1	The student will apply Standard English grammar to **compose or edit**. Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)	
4a2	1	The student will apply Standard English grammar to **compose or edit.** Verbs (e.g. helping verbs, irregular verbs, **linking verbs**)	
4a3	1	The student will apply Standard English grammar to **compose or edit.** Verb tense(conjugation and purpose for past, present, future, **present perfect**)	
4a5	1	The student will apply Standard English grammar to **compose or edit**. Articles and coordinating conjunctions.	
4a8	1	The student will apply Standard English grammar to **compose or edit**. Pronouns (e.g. subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, **object pronouns, reflexive pronouns, demonstrative pronouns).**	
4a11	1	The student will apply Standard English grammar to **compose or edit**. Interjections	
4b3	1	The student will apply Standard English mechanics **to compose or edit** using commas (e.g. dates, series, addresses, greetings and closings of friendly letters, quotations, **introductory prepositional phrases, and nonessential appositive phrases)**	
4b4	1	The student will apply Standard English mechanics **to compose or edit** using apostrophes (e.g. possessives; contractions)	
4b9	1	The student will apply Standard English mechanics **to compose or edit** by spelling words commonly found in **fourth grade** level text.	
*4c1	2	The student will apply knowledge of sentence structure in **composing or editing by** analyzing the structure of sentences (e.g. simple sentences **including those with compound subjects and/or compound predicates;** compounds sentences; and **complex sentences, including independent and dependent clauses.)**	

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Second Nine Weeks "Continued"

*4c2	2	The student will apply knowledge of sentence structure in **composing or editing by** composing simple sentences with compound subjects and/or compound predicates; compound sentences; and **complex sentences.**	
4c3	2	The student will apply knowledge of sentence structure in **composing or editing by** avoiding sentence fragments and fun-on sentences, and **comma splices.**	

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a	3	The student will use **and reflect on an** appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) **to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length**. [Note: Editing will be tested under competency four.]	
3d	3	The student will compose informational text **clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure.** Reports, letters, functional texts, **presentations, poems**	
3f	3	The student will **compose text based on inquiry and research.** Generate questions, locate sources (e.g. books, interviews, internet) and gather relevant information, identify and paraphrase important information from sources, present the results.	
*4a1	1	The student will apply Standard English grammar to **compose or edit**. Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)	
4a6	1	The student will apply Standard English grammar to **compose or edit**. Adjectives (e.g., possessive, comparative, superlative)	
4a9	1	The student will apply Standard English grammar to **compose or edit**. Pronoun-antecedent agreement (number and gender)	
4a10	1	The student will apply Standard English grammar to **compose or edit**. Adverbs (avoiding double negatives; **comparative forms)**	
4b2	1	The student will apply Standard English mechanics **to compose or edit** using periods in common abbreviations (e.g. titles of address, days of the week, months of the year).	
4b3	1	The student will apply Standard English mechanics **to compose or edit** using commas (e.g. dates, series, addresses, greetings and closings of friendly letters, quotations, **introductory prepositional phrases, and nonessential appositive phrases)**	
4b4	1	The student will apply Standard English mechanics **to compose or edit** using apostrophes (e.g. possessives; contractions)	
4b5	1	The student will apply Standard English mechanics **to compose or edit** using quotation marks (e.g., quotations; titles of poems, **titles of songs, titles of short stories)**	
4b7	1	The student will apply Standard English mechanics **to compose or edit** using colons (e.g. time, **before lists introduced by independent clauses)**	

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		Third Nine Weeks "Continued"	
4b8	**1**	The student will apply Standard English mechanics **to compose or edit** using capitalization (e.g. first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," **first word in greetings and closings of friendly letters, proper adjectives.)**	
4b9	**1**	The student will apply Standard English mechanics **to compose or edit** by spelling words commonly found in **fourth grade** level text.	
4b10	**1**	The student will apply Standard English mechanics **to compose or edit** by producing legible text.	
*4c1	**2**	The student will apply knowledge of sentence structure in **composing or editing by** analyzing the structure of sentences (e.g. simple sentences **including those with compound subjects and/or compound predicates;** compounds sentences; and **complex sentences, including independent and dependent clauses.)**	
*4c2	**2**	The student will apply knowledge of sentence structure in **composing or editing by** composing simple sentences with compound subjects and/or compound predicates; compound sentences; and **complex sentences.**	

*Indicates ongoing objectives.

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Fourth Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a	3	The student will use **and reflect on an** appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) **to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length**. [Note: Editing will be tested under competency four.]	
3c	3	The student will compose narrative text **relating an event** with a clear beginning, middle, and end. **Stories and retellings, narrative poems,** PowerPoint presentations	
3d	3	The student will compose informational text **clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure.** Reports, letters, functional texts, **presentations, poems**	
3e	3	The student will compose simple persuasive text **clearly expressing a main idea with supporting details for a specific purpose and audience.** Letters, speeches, advertisements	
3f	3	The student will **compose text based on inquiry and research.** Generate questions, locate sources (e.g. books, interviews, internet) and gather relevant information, identify and paraphrase important information from sources, present the results.	
*4a1	1	The student will apply Standard English grammar to **compose or edit**. Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)	
4a2	1	The student will apply Standard English grammar to **compose or edit.** Verbs (e.g. helping verbs, irregular verbs, **linking verbs**)	
4a3	1	The student will apply Standard English grammar to **compose or edit.** Verb tense(conjugation and purpose for past, present, future, **present perfect**)	
4a8	1	The student will apply Standard English grammar to **compose or edit. Object pronouns, reflexive pronouns, demonstrative pronouns**	
4a10	1	The student will apply Standard English grammar to **compose or edit**. Adverbs (avoiding double negatives; **comparative forms**)	
4a11	1	The student will apply Standard English grammar to **compose or edit**. Interjections	
4b3	1	The student will apply Standard English mechanics **to compose or edit** using commas (e.g. dates, series, addresses, greetings and closings of friendly letters, quotations, **introductory prepositional phrases, and nonessential appositive phrases)**	
4b5	1	The student will apply Standard English mechanics **to compose or edit** using quotation marks (e.g., quotations; titles of poems, **titles of songs, titles of short stories)**	

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Fourth Nine Weeks "Continued"

4b7	1	The student will apply Standard English mechanics **to compose or edit** using colons (e.g. time, **before lists introduced by independent clauses)**	
4b8	1	The student will apply Standard English mechanics **to compose or edit** using capitalization (e.g. first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," **first word in greetings and closings of friendly letters, proper adjectives.)**	
*4c1	2	The student will apply knowledge of sentence structure in **composing or editing by** analyzing the structure of sentences (e.g. simple sentences **including those with compound subjects and/or compound predicates;** compounds sentences; and **complex sentences, including independent and dependent clauses.)**	
*4c2	2	The student will apply knowledge of sentence structure in **composing or editing by** composing simple sentences with compound subjects and/or compound predicates; compound sentences; and **complex sentences.**	
4c3	2	The student will apply knowledge of sentence structure in **composing or editing by** avoiding sentence fragments and fun-on sentences, and **comma splices.**	
4c4	2	The student will apply knowledge of sentence structure in **composing or editing by analyzing sentences containing descriptive adjectives, adverbs, prepositional phrases, and appositive phrases.**	
4c5	2	The student will apply knowledge of sentence structure in **composing or editing by composing sentences containing descriptive, adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.**	

* Indicates ongoing objectives.

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Teachers are expected to use the writing process in achieving success with Language Arts objectives. It will be necessary to integrate objectives into the writing process and not teach them in isolation. The steps of the writing process include prewriting, drafting, revising, editing, and publishing.

First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
3a (1-5)	3	The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. 1)Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) Drafting • Draft with increasing fluency. 3)Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric. 4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.	
3b	3	The student will compose descriptive texts using specific details and vivid language.	
3c	3	The student will compose narrative text relating an event with a clear beginning, middle, and end **using specific details**.	
*4a1	1	Nouns (e.g., singular; plural [including irregular forms]; common; proper; singular possessive; plural possessive; appositives; **concrete; abstract; compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives**)	
4a2	1	Verbs (e.g., helping verbs, irregular verbs, linking verbs)	
4a4	1	Subject-verb agreement	
4a5	1	Articles and coordinating/**subordinating** conjunctions	
4a6	1	Adjectives (e.g., descriptive, comparative, superlative; **predicate adjectives**)	

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First Nine Weeks "Continued"

4a7	1	Prepositions	
4a10	1	Adverbs (e.g., comparative forms; avoiding double negatives)	
4b1	1	End punctuation (e.g., period, question mark, exclamation point)	
4b2	1	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	
4b3	1	Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases, and **interrupters**)	
4b4	2	Apostrophes (possessives; contractions)	
4b7	1	Underlining/Italics (titles of books and movies)	
4b9	1	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in greetings and closings of friendly letters, proper adjectives)	
4b10	1	Spell words commonly found in **fifth grade** level text.	
4b11	1	Produce legible text.	
4c4	2	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.	
4c5	2	Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.	

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a (1-5)	3	The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length.	
3e (1-3)	3	The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. 1) Letters 2) Speeches 3) Advertisements	
*4a1	1	The student will apply Standard English grammar to compose or edit. Nouns (e.g., singular; plural [including irregular forms]; common; proper; singular possessive; plural possessive; appositives; **concrete; abstract; compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives**)	
4a2	1	The student will apply Standard English grammar to compose or edit. Verbs (e.g., helping verbs, irregular verbs, linking verbs)	
4a3	2	The student will apply Standard English grammar to compose or edit. Verb tense (conjugation and purpose for present, past, future; present perfect and **past perfect**)	
4a5	1	The student will apply Standard English grammar to compose or edit. Articles and coordinating/**subordinating** conjunctions	
4a8	1	The student will apply Standard English grammar to compose or edit. Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, and **interrogative**)	
4b5	1	The student will apply Standard English mechanics to compose or edit. **Semicolons (compound sentences)**	
4b10	1	The student will apply Standard English mechanics to compose or edit. Spell words commonly found in **fifth grade** level text.	
4b11	1	The student will apply Standard English mechanics to compose or edit. Produce legible text.	
4c1	2	Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences **including those with compound subjects and/or compound predicates**; and complex sentences, including independent and dependent clauses).	
4c2	2	Compose simple sentences with compound subjects and/or compound predicates; compound sentences **including those with compound subjects and/or compound predicates**; and complex sentences, including independent and dependent clauses.	

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Second Nine Weeks "Continued"

4c3	2	Avoid sentence fragments, run-on sentences, and comma splices.	

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		Third Nine Weeks	
Competency	**DOK**	Mississippi Language Arts Framework Objectives	
*3a (1-5)	3	The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length.	
3d	3	The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; **order of importance; problem/solution**. 1) Reports 2) Letters 3) Functional texts 4) Presentations 5) Poems 6) **Essays**	
4a1	1	The student will apply Standard English grammar to compose or edit. Nouns (e.g., singular; plural [including irregular forms]; common; proper; singular possessive; plural possessive; appositives; **concrete; abstract; compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives**)	
4a2	1	The student will apply Standard English grammar to compose or edit. Verbs (e.g., helping verbs, irregular verbs, linking verbs)	
4a6	1	The student will apply Standard English grammar to compose or edit. Adjectives (e.g., descriptive, comparative, superlative; **predicate adjectives**)	
4a9	1	The student will apply Standard English grammar to compose or edit. Pronoun-antecedent agreement (number and gender)	
4a10	1	The student will apply Standard English grammar to compose or edit. Adverbs (e.g., comparative forms; avoiding double negatives)	
4b6	1	The student will apply Standard English mechanics to compose or edit. Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, **titles of chapters, titles of magazine articles**)	
4b10	1	The student will apply Standard English mechanics to compose or edit. Spell words commonly found in **fifth grade** level text.	

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Fourth Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a (1-5)	3	The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length.	
3f	3	The student will compose text of a **variety of modes** based on inquiry and research. 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet) and gather relevant information. 3) Identify and paraphrase important information from sources. 4) Present the results.	
4b3	1	The student will apply Standard English mechanics to compose or edit. Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases, and **interrupters**)	
4b8	1	The student will apply Standard English mechanics to compose or edit. Colons (e.g., time, before lists introduced by independent clauses, **business letters**)	
4b10	8	The student will apply Standard English mechanics to compose or edit. Spell words commonly found in **fifth grade** level text.	

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Teachers are expected to use the writing process in achieving success with Language Arts objectives. It will be necessary to integrate objectives into the writing process and not teach them in isolation. The steps of the writing process include prewriting, drafting, revising, editing, and publishing.

First Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a (1-5)	3	The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. 1)Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 2) Drafting • Draft with increasing fluency. 3)Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric. 4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 5) Publishing/Sharing • Share writing with others formally and informally using a variety of media.	
3c (1-6)	3	The student will compose narrative text **utilizing effective organization** and **vivid word choice containing multiple events** with specific details. 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives	
4a1	1	The student will apply Standard English grammar to compose or edit. Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract**,** compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; **direct and indirect objects**)	
4a5	1	The student will apply Standard English grammar to compose or edit. Articles; coordinating/subordinating conjunctions	

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First Nine Weeks "Continued"

4a6	**1**	The student will apply Standard English grammar to compose or edit. Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)	
4a8	**1**	The student will apply Standard English grammar to compose or edit. Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, **indefinite, relative**)	
4a9	**1**	The student will apply Standard English grammar to compose or edit. Pronoun-antecedent agreement (number and gender)	
*4b10	**1**	The student will apply Standard English mechanics to compose or edit. Spell words commonly found in **sixth grade** level text.	
*4c4	**2**	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses**	
*4c5	**2**	Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses.**	

* Indicate ongoing objectives. New skills and objectives are bold-faced.

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Second Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a (1-5)	3	The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length.	
3b	3	The student will compose descriptive texts using **sensory** details and vivid language.	
3f (1-6)	4	The student will compose text of a variety of modes based on inquiry and research. 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) **Compare and contrast important findings and select sources to support central ideas, concepts, and themes.** 5) Present the results using a **variety of communication techniques**. 6) **Reflect on and evaluate the process.**	
4a2	1	The student will apply Standard English grammar to compose or edit. Verbs (helping verbs, irregular, linking, **transitive,** and **intransitive**)	
4a3	1	The student will apply Standard English grammar to compose or edit. Verb tense [including purpose] (present, past, future; present perfect, past perfect, and **future perfect**)	
4a4	1	The student will apply Standard English grammar to compose or edit. Subject-verb agreement **in sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb**	
4a7	1	The student will apply Standard English grammar to compose or edit. Prepositions	
4a10	1	The student will apply Standard English grammar to compose or edit. Adverbs (avoiding double negatives; comparative forms)	
4b10	1	The student will apply Standard English mechanics to compose or edit. Spell words commonly found in **sixth grade** level text.	
4c4	2	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses**	
4c5	2	Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses.**	

* Indicate ongoing objectives. New skills and objectives are bold-faced.

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Third Nine Weeks

Competency	DOK	Mississippi Language Arts Framework Objectives	
*3a (1-5)	3	The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length.	
3d (1-6)	3	The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. 1) Reports 2) Letters 3) Functional texts 4) Presentations 5) Poems 6) Essays	
3e (1-3)	3	The student will compose persuasive text clearly expressing a main idea with supporting details, **utilizing effective word choice and organization** for a specific purpose and audience. 1) Letters 2) Speeches 3) Advertisement	
4a11	1	The student will apply Standard English mechanics to compose or edit. Interjections	
4b1	1	The student will apply Standard English mechanics to compose or edit. End punctuation (e.g., period, question mark, exclamation mark)	
4b2	1	The student will apply Standard English mechanics to compose or edit. Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	
4b3	1	The student will apply Standard English mechanics to compose or edit. Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; nonessential appositive phrases; interrupters**; introductory clauses; and nonessential clauses**)	
4b4	1	The student will apply Standard English mechanics to compose or edit. Apostrophes (possessives; contractions)	
4b5	1	The student will apply Standard English mechanics to compose or edit. Semicolons (compound sentences)	
4b6	1	The student will apply Standard English mechanics to compose or edit. Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)	
4b7	1	The student will apply Standard English mechanics to compose or edit. Underlining/Italics (titles of books, movies, **plays, and television shows**)	

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		Third Nine Weeks "Continued"	
4b8	1	The student will apply Standard English mechanics to compose or edit. Colons (e.g., time, before lists introduced by independent clauses, and business letters)	
4b9	1	The student will apply Standard English mechanics to compose or edit. Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in greetings and closings of friendly letters, proper adjectives)	
4b10	1	The student will apply Standard English mechanics to compose or edit. Spell words commonly found in **sixth grade** level text.	
4b11	1	The student will apply Standard English mechanics to compose or edit. Produce legible text.	

* Indicate ongoing objectives. New skills and objectives are bold-faced.

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		Fourth Nine Weeks	
Competency	**DOK**	**Mississippi Language Arts Framework Objectives**	
*3a (1-5)	3	The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length.	
3f (1-6)	4	The student will compose text of a variety of modes based on inquiry and research. **(DOK 4)** 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) **Compare and contrast important findings and select sources to support central ideas, concepts, and themes.** 5) Present the results using a **variety of communication techniques**. 6) **Reflect on and evaluate the process.**	
4b10	1	The student will apply Standard English mechanics to compose or edit. Spell words commonly found in **sixth grade** level text.	
4c1	2	Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses).	
4c2	2	Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses.	
4c3	2	Avoid sentence fragments, run-on sentences, and comma splices.	

* Indicate ongoing objectives. New skills and objectives are bold-faced.

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First Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
1a	1	Count forward to 20 and backward from 10.	
1b	1	Create models of sets of objects 0 to 20.	
1c	1	Recognize and write numbers to represent quantities 0 to 20.	
1e	1	Determine "first" through "tenth" (ordinal numbers), "next," and "last" positions.	
3b	1	Identify two-dimensional figures such as the square, rectangle, triangle, and circle.	
3c	1	Demonstrate an understanding of positional words (e.g., in, above, below, over, under, beside, etc.)	
*4c	1	Recognize the clock (analog and digital) and calendar as measurements of time.	
*5a	1	Collect and organize data by counting and using tally marks and other symbols.	
*5b	1	Describe data by using mathematical language such as more than, less than, etc.	

* Indicates ongoing objectives.

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Second Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
1d	2`	Compose and decompose two-digit numbers (up to 20) with representations in words and physical models.	
1f	2	Develop multiple representations for addition (combining of sets) and subtraction (take-away, missing addend, comparison).	
1g	1	Apply mathematical language by telling when a certain number is "too many," "not enough," "just right," "more than," "less than," or "equal to" for a given situation.	
*2a	2	Describe a rule for sorting objects.	
*2b	2	Identify, reproduce, and extend repeating patterns in visual, auditory, and physical contexts.	
*2c	1	Identify and describe qualitative changes (such as temperature changes- it feels hotter).	
3c	1	Demonstrate an understanding of positional words (e.g., in, above, below, over, under, beside, etc.)	
4a	2	Measure the length, weight, and capacity of objects using nonstandard units.	
*4c	1	Recognize the clock (analog and digital) and calendar as measurements of time.	
*5a	1	Collect and organize data by counting and using tally marks and other symbols.	
*5b	1	Describe data by using mathematical language such as more than, less than, etc.	

* Indicates ongoing objectives.

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Third Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*2a	2	Describe a rule for sorting objects.	
*2b	2	Identify, reproduce, and extend repeating patterns in visual, auditory, and physical contexts.	
*2c	1	Identify and describe qualitative changes (such as temperature changes- it feels hotter).	
*2d	1	Identify and describe quantitative changes (such as temperature increases five degrees).	
3a	1	Recognize and describe open and closed figures.	
4a	2	Measure the length, weight, and capacity of objects using nonstandard units.	
4b	2	Determine and describe comparisons of length (longer, shorter, the same), mass (heavier, lighter, the same), and capacity (holds more, less, or about the same) using different-shaped or congruent containers, objects, or figures.	
*4c	1	Recognize the clock (analog and digital) and calendar as measurements of time.	
4d	1	Determine attributes of objects that can be compared, such as length, area, mass or volume/capacity.	
*5a	1	Collect and organize data by counting and using tally marks and other symbols.	
*5b	1	Describe data by using mathematical language such as more than, less than, etc.	

* Indicates ongoing objectives.

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Fourth Nine Weeks- Review

Competency	DOK	Mississippi Math Framework Objectives	
*2a	2	Describe a rule for sorting objects.	
*2b	2	Identify, reproduce, and extend repeating patterns in visual, auditory, and physical contexts.	
*2c	1	Identify and describe qualitative changes (such as temperature changes- it feels hotter).	
*2d	1	Identify and describe quantitative changes (such as temperature increases five degrees).	
*4c	1	Recognize the clock (analog and digital) and calendar as measurements of time.	
*5a	1	Collect and organize data by counting and using tally marks and other symbols.	
*5b	1	Describe data by using mathematical language such as more than, less than, etc.	
		All skills should be reviewed during the 4th nine weeks. Review should not be limited to the skills listed above.	

* Indicates ongoing objectives.

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First Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
1a	1	Recognize and write numbers 0 to 100.	
1d	1	Use multiple representations for addition (combining of sets) and subtraction (take-away, missing addend, comparison) to solve problems.	
1e	1	Find the sums of 3 single-digit addends (for example: 3+6+2=11).	
2a	2	Use a pattern rule to translate and recognize patterns form one pattern representation to another.	
2c	2	Model situations and solve equations that require addition and subtraction of whole numbers; use objects, pictures, and symbols.	
1d	1	Count by different units when given a group of objects using 1's, 2's, 5's, and 10's.	
3a	1	Identify and classify two-dimensional figures (triangle, square, rectangle, circle, trapezoid, hexagon, and rhombus).	
4d	1	Tell time to the hour and half-hour intervals using both digital and analog clocks.	
5a	2	Gather data, construct, and interpret simple bar graphs and pictographs.	

* Indicates ongoing objectives.

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Second Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
1b	2	Compose and decompose two-digit numbers with representations in words and physical models.	
*1c	1	Explain how to compare and order two-digit numbers using the terms "more," "less," "greater than," "less than," "equal to," and "almost," and the symbols <, >, =.	
1d	1	Use multiple representations for addition (combining of sets) and subtraction (take-away, missing addend, comparison) to solve problems.	
1e	1	Find the sums of 3 single-digit addends (for example: 3+6+2=11).	
*1f	2	Justify addition and subtraction of two-digit whole numbers without regrouping.	
*1g	1	Find equal money amounts with different coin combinations up to $0.25.	
*1h	1	Identify the value of coins (penny, nickel, dime, quarter).	
*1i	1	Determine the value of like coins up to $1.00.	
*1j	1	Find the value of mixed coins up to $1.00.	
2b	2	Formulate, explain, and generalize patterns within and across addition and subtraction.	
3b	1	Identify and classify three-dimensional figures (cube, rectangular prism, and sphere) according to their characteristics.	
4a	1	Use nonstandard units (paper clips, unifix cubes, etc.) and standard units (inches, centimeters) to measure length.	
*4d	1	Tell time to the hour and half-hour intervals using both digital and analog clocks.	
5a	2	Gather data, construct, and interpret simple bar graphs and pictographs.	
*5b	1	Analyze and interpret data by using mathematical language such as more than, less than, etc.	

*Indicates ongoing objectives.

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Third Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1c	1	Explain how to compare and order two-digit numbers using the terms "more," "less," "greater than," "less than," "equal to," and "almost," and the symbols <, >, =.	
*1f	2	Justify addition and subtraction of two-digit whole numbers without regrouping.	
*1g	1	Find equal money amounts with different coin combinations up to $0.25.	
*1h	1	Identify the value of coins (penny, nickel, dime, quarter).	
*1i	1	Determine the value of like coins up to $1.00.	
*1j	1	Find the value of mixed coins up to $1.00.	
2b	2	Formulate, explain, and generalize patterns within and across addition and subtraction.	
3c	2	Explain the part-whole relationships resulting from the composition or decomposition of plane and solid figures.	
4b	1	Compare weight of objects using a balance scale with and without nonstandard units.	
4c	2	Compare and estimate capacity of various containers in nonstandard units.	
*4d	1	Tell time to the hour and half-hour intervals using both digital and analog clocks.	
*5b	1	Analyze and interpret data by using mathematical language such as more than, less than, etc.	

* Indicates ongoing objectives.

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Fourth Nine Weeks- Review

Competency	DOK	Mississippi Math Framework Objectives	
*1c	1	Explain how to compare and order two-digit numbers using the terms "more," "less," "greater than," "less than," "equal to," and "almost," and the symbols <, >, =.	
*1f	2	Justify addition and subtraction of two-digit whole numbers without regrouping.	
*1g	1	Find equal money amounts with different coin combinations up to $0.25.	
*1h	1	Identify the value of coins (penny, nickel, dime, quarter).	
*1i	1	Determine the value of like coins up to $1.00.	
*1j	1	Find the value of mixed coins up to $1.00.	
*4d	1	Tell time to the hour and half-hour intervals using both digital and analog clocks.	
*5b	1	Analyze and interpret data by using mathematical language such as more than, less than, etc.	
		All skills should be reviewed during the 4th nine weeks. Review should not be limited to t he skills listed above.	

* Indicates ongoing objectives.

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First Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Recall addition and subtraction facts.	
*1b	2	Justify addition and subtraction of two- and three-digit whole numbers with and without regrouping.	
1c	2	Compose and decompose three-digit numbers with representation in words and physical models.	
1e	1	Compare and order three-digit numbers using the symbols <, >, and =, and justify reasoning.	
*1f	1	Determine and compare the value of money up to $5.00 using the appropriate symbols for dollars and cents.	
2b	1	Use number patterns to skip count by 2's, 3's, 5's, and 10's.	
2c	2	Model situations and solve equations that involve the addition and subtraction of whole numbers.	
3a	1	Recognize and identify polygons (rhombus, square, triangle, trapezoid, rectangle, pentagon, hexagon, octagon, and decagon) according to the number of sides.	

* Indicates ongoing objectives.

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Second Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Recall addition and subtraction facts.	
*1b	2	Justify addition and subtraction of two- and three-digit whole numbers with and without regrouping.	
1d	1	Round up to three-digit whole numbers to the nearest hundreds.	
*1f	1	Determine and compare the value of money up to $5.00 using the appropriate symbols for dollars and cents.	
2a	2	Explain, analyze, and extend repeating and growing patterns.	
2d	2	Analyze and generalize the inverse relationships between addition and subtraction.	
3b	2	Describe the effects of composition and decomposition of polygons when smaller shapes are substituted for a larger shape or a larger shape is substituted for smaller ones.	
*4a	2	Select appropriate tools and units, estimate, and measure length (to the nearest inch, foot, yard, centimeter, and meter), capacity (to the nearest ounce, cup, pint, quart, gallon, and liter), and weight (to the nearest ounce, pound, gram, and kilogram).	
*4b	1	Read and write time to the hour, half-hour, quarter-hour, and five-minute intervals using digital and analog clocks.	
*5a	3	Tally, record, interpret, and predict outcomes based on given information.	
*5b	2	Create line graphs, bar graphs, and pictographs using real data.	

* Indicates ongoing objectives.

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Third Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Recall addition and subtraction facts.	
*1b	2	Justify addition and subtraction of two- and three-digit whole numbers with and without regrouping.	
*1f	1	Determine and compare the value of money up to $5.00 using the appropriate symbols for dollars and cents.	
2a	2	Explain, analyze, and extend repeating and growing patterns.	
3c	1	Identify and classify three-dimensional figures (cone, pyramid, and cylinder) according to their characteristics.	
*4a	2	Select appropriate tools and units, estimate, and measure length (to the nearest inch, foot, yard, centimeter, and meter), capacity (to the nearest ounce, cup, pint, quart, gallon, and liter), and weight (to the nearest ounce, pound, gram, and kilogram).	
*4b	1	Read and write time to the hour, half-hour, quarter-hour, and five-minute intervals using digital and analog clocks.	
*5a	3	Tally, record, interpret, and predict outcomes based on given information.	
*5b	2	Create line graphs, bar graphs, and pictographs using real data.	

* Indicates ongoing objectives.

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Fourth Nine Weeks- Review

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Recall addition and subtraction facts.	
*1b	2	Justify addition and subtraction of two- and three-digit whole numbers with and without regrouping.	
*1f	1	Determine and compare the value of money up to $5.00 using the appropriate symbols for dollars and cents.	
*4a	2	Select appropriate tools and units, estimate, and measure length (to the nearest inch, foot, yard, centimeter, and meter), capacity (to the nearest ounce, cup, pint, quart, gallon, and liter), and weight (to the nearest ounce, pound, gram, and kilogram).	
*4b	1	Read and write time to the hour, half-hour, quarter-hour, and five-minute intervals using digital and analog clocks.	
*5a	3	Tally, record, interpret, and predict outcomes based on given information.	
*5b	2	Create line graphs, bar graphs, and pictographs using real data.	
		All skills should be reviewed during the 4th nine weeks. Review should not be limited to t he skills listed above.	

* Indicates ongoing objectives.

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First Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
1a	**1**	Compose and decompose four-digit whole numbers with representations in words, physical models, and expanded and standard forms.	
1b	**2**	Compare and order four-digit numbers using <, >, =, and justify reasoning.	
1c	**2**	Estimate sums and differences of whole numbers to include strategies such as rounding.	
*1e	**1**	Add (up to three addends) and subtract four-digit whole numbers with and without regrouping.	
2c	**2**	Use real number properties to develop multiple algorithms and to solve problems. Associative property of addition, commutative property of addition, identity property of addition.	
2d	**2**	Model and identify the inverse relationships of addition/subtraction.	
*5a	**3**	Compare data and interpret quantities represented on tables and different types of graphs (line plots, pictographs, and bar graphs), make predictions, and solve problems based on the information.	

* Indicates ongoing objectives.

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Second Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
1b	2	Compare and order four-digit numbers using <, >, =, and justify reasoning.	
*1e	1	Add (up to three addends) and subtract four-digit whole numbers with and without regrouping.	
1f	2	Model multiplication using arrays, equal-sized groups, area models, and equal-sized moves on the number line.	
2a	2	Create, describe, and extend growing and repeating patterns with physical materials and symbols including numbers.	
2b	2	Determine the value of missing quantities or variable within equations or number sentences, and justify the process used.	
2c	2	Use real number properties to develop multiple algorithms and to solve problems. Associative property of addition, commutative property of addition, identity property of addition.	
2e	1	Create models for the concept of equality, recognizing that he equal sign (=) denotes equivalent terms such that 4 + 3 =7, 4 +3 = 6+1 or 7 = 5+2	
*3a	1	Describe, compare, analyze, and classify two-dimensional shapes and relationships.	
*3b	2	Explain and describe the process of decomposing, composing, and transforming polygons.	
4a	2	Develop and use methods to find perimeter of polygons and to solve problems involving perimeter.	
4b	2	Estimate and measure length using fractional parts to the nearest ½ inch in the English system.	
*5a	3	Compare data and interpret quantities represented on tables and different types of graphs (line plots, pictographs, and bar graphs), make predictions, and solve problems based on the information.	

* Indicates ongoing objectives.

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Third Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
1d	1	Identify and model representations of fractions (halves, thirds, fourths, fifths, sixths, and eighths).	
*1e	1	Add (up to three addends) and subtract four-digit whole numbers with and without regrouping.	
1f	2	Model multiplication using arrays, equal-sized groups, area models, and equal-sized moves on the number line.	
1g	2	Model division with successive or repeated subtraction, partitioning, and sharing.	
2a	2	Create, describe, and extend growing and repeating patterns with physical materials and symbols including numbers.	
*3a	1	Describe, compare, analyze, and classify two-dimensional shapes and relationships.	
*3b	2	Explain and describe the process of decomposing, composing, and transforming polygons.	
*3c	2	Create three-dimensional shapes (prisms and pyramids) from two-dimensional nets, and create two-dimensional nets from prisms and pyramids.	
4a	2	Develop and use methods to find perimeter of polygons and to solve problems involving perimeter.	
4b	2	Estimate and measure length using fractional parts to the nearest ½ inch in the English system.	
4c	1	Measure capacity, weight/mass, and length in both English and metric systems of measurement.	
*5a	3	Compare data and interpret quantities represented on tables and different types of graphs (line plots, pictographs, and bar graphs), make predictions, and solve problems based on the information.	
*5b	2	Analyze predict and model the number of different combinations of two or more objects and relate to multiplication.	

* Indicates ongoing objectives.

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Competency	DOK	Mississippi Math Framework Objectives	
Fourth Nine Weeks- Review			
*1e	1	Add (up to three addends) and subtract four-digit whole numbers with and without regrouping.	
*3a	1	Describe, compare, analyze, and classify two-dimensional shapes and relationships.	
*3b	2	Explain and describe the process of decomposing, composing, and transforming polygons.	
*3c	2	Create three-dimensional shapes (prisms and pyramids) from two-dimensional nets, and create two-dimensional nets from prisms and pyramids.	
*5a	3	Compare data and interpret quantities represented on tables and different types of graphs (line plots, pictographs, and bar graphs), make predictions, and solve problems based on the information.	
*5b	2	Analyze predict and model the number of different combinations of two or more objects and relate to multiplication.	
		All skills should be reviewed during the 4th nine weeks. Review should not be limited to t he skills listed above.	

* Indicates ongoing objectives.

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First Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Add and subtract up to five-digit whole numbers with and without regrouping.	
1c	2	Explain two or more methods of multiplying whole numbers (one- and two-digits with justification.	
*1i	1	Recall multiplication and division facts.	
*1l	1	Model factors and multiples of whole numbers.	
2a	2	Analyze a given numeric pattern and generate a similar pattern.	
*2b	2	Determine the value of variables in equations; justify the process used to make the determination.	
*2d	2	Explain the properties of the basic operations using models, numbers, and variables: Zero property of multiplication, associative properties of addition and multiplication, commutative properties of addition and multiplication, identity properties of addition and multiplication, distributive properties of multiplication over addition and subtraction.	
3a	2	Analyze and describe the similarities and differences between and among two- and three-dimensional geometric shapes, figures, and models using mathematical language.	
*5a	2	Draw, label and interpret bar graphs, line graphs, and stem-and leaf plots.	
*5c	3	Compare data and interpret quantities represented on table and graphs including line graphs, bar graphs, frequency tables, and stem-and-leaf plots to make predictions and solve problems based on the information.	

* Indicates ongoing objectives.

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Second Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Add and subtract up to five-digit whole numbers with and without regrouping.	
1c	2	Explain two or more methods of multiplying whole numbers (one- and two-digits with justification.	
*1d	2	Explain two or more methods of dividing four-digit dividends by one- and two-digit divisors, with and without remainders, and justify the processes.	
1h	2	Estimate products and quotients of whole numbers to include strategies such as rounding.	
*1i	1	Recall multiplication and division facts.	
1j	1	Compose and decompose five-digit numbers and decimal numbers through hundredths, with representations in words, physical models, and expanded and standard forms.	
*1l	1	Model factors and multiples of whole numbers.	
2a	2	Analyze a given numeric pattern and generate a similar pattern.	
*2b	2	Determine the value of variables in equations; justify the process used to make the determination.	
*2d	2	Explain the properties of the basic operations using models, numbers, and variables: Zero property of multiplication, associative properties of addition and multiplication, commutative properties of addition and multiplication, identity properties of addition and multiplication, distributive properties of multiplication over addition and subtraction.	
*2e	2	Demonstrate and explain the inverse operations and addition/subtraction and multiplication/division.	
3b	2	Identify and analyze the relationships between and among points, lines, line segments, angles, and rays.	
*4a	2	Estimate and measure a given object to the nearest eight of an inch.	
4c	2	Describe relationships of rectangular area to numerical multiplication.	
*4d	1	Use appropriate tools to determine, estimate, and compare units for measurement or weight/mass, area, size of angle, temperature, length, distance, and volume in English and metric systems and time in real-life situations.	
*5a	2	Draw, label and interpret bar graphs, line graphs, and stem-and leaf plots.	
5b	1	Find and interpret the mean, mode, median, and range of a set of data.	

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Second Nine Weeks "Continued"

*5c	3	Compare data and interpret quantities represented on table and graphs including line graphs, bar graphs, frequency tables, and stem-and-leaf plots to make predictions and solve problems based on the information.	

* Indicates ongoing objectives.

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Third Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Add and subtract up to five-digit whole numbers with and without regrouping.	
1b	1	Add and subtract decimals through hundredths.	
*1d	2	Explain two or more methods of dividing four-digit dividends by one- and two-digit divisors, with and without remainders, and justify the processes.	
*1e	1	Add and subtract fractions with like denominators.	
*1f	2	Model and identify equivalent fractions.	
1*g	1	Represent equivalence relationships between fractions and decimals using concrete materials, diagrams, or other models.	
*1i	1	Recall multiplication and division facts.	
1j	1	Compose and decompose five-digit numbers and decimal numbers through hundredths, with representations in words, physical models, and expanded and standard forms.	
*1k	2	Determine and use benchmark numbers such as 0, 0.5 (1/2), and 1 to judge the magnitude of whole numbers, decimals, and fractions.	
*1l	1	Model factors and multiples of whole numbers.	
*2b	2	Determine the value of variables in equations; justify the process used to make the determination.	
*2c	3	Construct input/output function tables and generalize the rule using words, models, and symbols.	
*2d	2	Explain the properties of the basic operations using models, numbers, and variables: Zero property of multiplication, associative properties of addition and multiplication, commutative properties of addition and multiplication, identity properties of addition and multiplication, distributive properties of multiplication over addition and subtraction.	
*2e	2	Demonstrate and explain the inverse operations and addition/subtraction and multiplication/division.	
*3c	1	Identify transformations (rotations [turns], reflections [flips], and translations [slides]) of two-dimensional figures.	
*3d	1	Locate ordered pairs in the first quadrant of the coordinate plane.	
*4a	2	Estimate and measure a given object to the nearest eight of an inch.	

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		Third Nine Weeks "Continued"	
*4b	1	Convert capacity, weight/mass, and length <u>within</u> the English and metric systems of measurement.	
*4d	1	Use appropriate tools to determine, estimate, and compare units for measurement or weight/mass, area, size of angle, temperature, length, distance, and volume in English and metric systems and time in real-life situations.	
*5a	2	Draw, label and interpret bar graphs, line graphs, and stem-and leaf plots.	
5b	1	Find and interpret the mean, mode, median, and range of a set of data.	
*5c	3	Compare data and interpret quantities represented on table and graphs including line graphs, bar graphs, frequency tables, and stem-and-leaf plots to make predictions and solve problems based on the information.	

* Indicates ongoing objectives.

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Fourth Nine Weeks- Review

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Add and subtract up to five-digit whole numbers with and without regrouping.	
*1d	2	Explain two or more methods of dividing four-digit dividends by one- and two-digit divisors, with and without remainders, and justify the processes.	
*1e	1	Add and subtract fractions with like denominators.	
*1f	2	Model and identify equivalent fractions.	
*1g	1	Represent equivalence relationships between fractions and decimals using concrete materials, diagrams, or other models.	
*1i	1	Recall multiplication and division facts.	
*1k	2	Determine and use benchmark numbers such as 0, 0.5 (1/2), and 1 to judge the magnitude of whole numbers, decimals, and fractions.	
*1l	1	Model factors and multiples of whole numbers.	
*2b	2	Determine the value of variables in equations; justify the process used to make the determination.	
*2c	3	Construct input/output function tables and generalize the rule using words, models, and symbols.	
*2d	2	Explain the properties of the basic operations using models, numbers, and variables: Zero property of multiplication, associative properties of addition and multiplication, commutative properties of addition and multiplication, identity properties of addition and multiplication, distributive properties of multiplication over addition and subtraction.	
*2e	2	Demonstrate and explain the inverse operations and addition/subtraction and multiplication/division.	
*3c	1	Identify transformations (rotations [turns], reflections [flips], and translations [slides]) of two-dimensional figures.	
*3d	1	Locate ordered pairs in the first quadrant of the coordinate plane.	
*4a	2	Estimate and measure a given object to the nearest eight of an inch.	
*4b	1	Convert capacity, weight/mass, and length within the English and metric systems of measurement.	
*4d	1	Use appropriate tools to determine, estimate, and compare units for measurement or weight/mass, area, size of angle, temperature, length, distance, and volume in English and metric systems and time in real-life situations.	

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Fourth Nine Weeks- Review "Continued"

*5a	2	Draw, label and interpret bar graphs, line graphs, and stem-and leaf plots.	
*5c	3	Compare data and interpret quantities represented on table and graphs including line graphs, bar graphs, frequency tables, and stem-and-leaf plots to make predictions and solve problems based on the information.	
		All skills should be reviewed during the 4th nine weeks. Review should not be limited to the skills listed above.	

* Indicates ongoing objectives.

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First Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
1a	1	Compare and order integers, decimals to the nearest thousandths, like and unlike fractions, and mixed numbers using <, >, and =.	
1b	1	Compose and decompose seven-digit numbers and decimals through thousandths in word, standard, and expanded forms.	
1c	1	Identify factors and multiples of whole numbers.	
*1f	1	Add, subtract, multiply, and divide (with and without remainders) using non-negative rational numbers.	
1g	2	Estimate sums, differences, products, and quotients of non-negative rational numbers to include strategies such as front-end rounding, benchmark numbers, compatible numbers, and rounding.	
*2a	2	Determine the value of variables in equations and inequalities, justifying the process.	
*2c	2	Apply the properties of basic operations to solve problems: zero property of multiplication, commutative properties of addition and multiplication, associative properties of addition and multiplication, distributive properties of multiplication over addition and subtraction, identity properties of addition and multiplication.	
2d	2	Apply inverse operations of addition/subtraction and multiplication/division to problem-solving situations.	
3b	2	Explain the relationships between coordinates in each quadrant of the coordinate plane.	
3c	2	Describe the characteristics, including the relationship of the pre-image and the image of each type of transformation (rotations [turns], reflections [flips], and translations [slides]) of two-dimensional figures.	
3e	1	Label ordered pairs in the coordinate plane.	
4c	2	Develop, compare, and use formulas to estimate and calculate the perimeter and area of rectangles triangles and parallelograms.	
*5b	2	Compare data and interpret quantities represented on tables and graphs, including line graphs, stem-and-leaf plots, histograms, and box-and-whisker plots to make predictions, and solve problems based on the information.	

* Indicates ongoing objectives.

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		Second Nine Weeks	
Competency	**DOK**	**Mississippi Math Framework Objectives**	
1a	1	Compare and order integers, decimals to the nearest thousandths, like and unlike fractions, and mixed numbers using <, >, and =.	
1d	1	Model and distinguish between prime and composite numbers.	
1e	1	Model and identify equivalent fractions including conversion of improper fractions to mixed numbers and vice versa.	
*1f	1	Add, subtract, multiply, and divide (with and without remainders) using non-negative rational numbers.	
1g	2	Estimate sums, differences, products, and quotients of non-negative rational numbers to include strategies such as front-end rounding, benchmark numbers, compatible numbers, and rounding.	
*2a	2	Determine the value of variables in equations and inequalities, justifying the process.	
2b	2	Devise a rule for an input/output function table, describing it in words and symbols.	
*2c	2	Apply the properties of basic operations to solve problems: zero property of multiplication, commutative properties of addition and multiplication, associative properties of addition and multiplication, distributive properties of multiplication over addition and subtraction, identity properties of addition and multiplication.	
3a	2	Analyze and describe the characteristics of symmetry relative to classes of polygons (parallelograms, triangles, etc.).	
4a	2	Estimate and measure length to nearest millimeter in the metric system an done-sixteenth inch in the English system.	
5a	2	Use the mean, median, mode, and range to analyze a data set.	
*5b	2	Compare data and interpret quantities represented on tables and graphs, including line graphs, stem-and-leaf plots, histograms, and box-and-whisker plots to make predictions, and solve problems based on the information.	

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Third Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
1e	1	Model and identify equivalent fractions including conversion of improper fractions to mixed numbers and vice versa.	
*1f	1	Add, subtract, multiply, and divide (with and without remainders) using non-negative rational numbers.	
*2a	2	Determine the value of variables in equations and inequalities, justifying the process.	
2b	2	Devise a rule for an input/output function table, describing it in words and symbols.	
*2c	2	Apply the properties of basic operations to solve problems: zero property of multiplication, commutative properties of addition and multiplication, associative properties of addition and multiplication, distributive properties of multiplication over addition and subtraction, identity properties of addition and multiplication.	
3d	3	Construct and analyze two- and three-dimensional shapes to solve problems involving congruence and symmetry.	
4b	1	Convert units within a given measurement system to include length, weight/mass, and volume.	
4d	1	Select and apply appropriate units for measuring length, mass, volume, and temperature in the standard (English and metric) systems.	
*5b	2	Compare data and interpret quantities represented on tables and graphs, including line graphs, stem-and-leaf plots, histograms, and box-and-whisker plots to make predictions, and solve problems based on the information.	

* Indicates ongoing objectives.

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Fourth Nine Weeks- Review

Competency	DOK	Mississippi Math Framework Objectives	
*1f	1	Add, subtract, multiply, and divide (with and without remainders) using non-negative rational numbers.	
*2a	2	Determine the value of variables in equations and inequalities, justifying the process.	
*2c	2	Apply the properties of basic operations to solve problems: zero property of multiplication, commutative properties of addition and multiplication, associative properties of addition and multiplication, distributive properties of multiplication over addition and subtraction, identity properties of addition and multiplication.	
*5b	2	Compare data and interpret quantities represented on tables and graphs, including line graphs, stem-and-leaf plots, histograms, and box-and-whisker plots to make predictions, and solve problems based on the information.	
		All skills should be reviewed during the 4th nine weeks. Review should not be limited to t he skills listed above.	

* Indicates ongoing objectives.

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First Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Compare and order rational numbers using symbols (<,>, and =) and a number line.	
1b	2	Use estimation strategies to determine the reasonableness of results in a variety of situations including rational number computations.	
1c	2	Determine the Greatest Common Factor (GCF) and Least Common Multiple (LCM) of two numbers.	
*1d	1	Compute using basic operations with fractions and mixed numbers. Express answers in the simplest form.	
1e	2	Solve problems by dividing whole and decimal numbers by decimals and interpret the quotient and remainder within the problem context.	
1f	2	Explain the relationship(s) among fractions, decimals, and percents and model and represent a specific quantity in multiple ways.	
1i	1	Multiply four-digit numbers by two-digit numbers (including whole numbers and decimals).	
*1j	2	Explain the meaning of multiplication and division of rational numbers.	
*2a	2	Solve simple equations using guess-and-check, diagrams, properties, or inspection, explaining the process used.	
*2d	1	State the following properties using variables and apply them in solving problems: Zero property of multiplication, inverse properties of addition/subtraction and multiplication/division, commutative and associative properties of addition and multiplication, identify properties of addition and multiplication, distributive properties of multiplication over addition and subtraction.	
5a	2	Construct, interpret, and explain line graphs, double bar graphs, frequency plots, stem-and-leaf plots, histograms, and box-and-whisker plots.	
5b	2	Determine how changes in data affect mean, median, mode, and range.	
5c	3	Predict trends based on graphical representation.	

* Indicates ongoing objectives.

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Second Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Compare and order rational numbers using symbols (<,>, and =) and a number line.	
*1d	1	Compute using basic operations with fractions and mixed numbers. Express answers in the simplest form.	
1g	2	Model addition and subtraction of integers with physical materials and the number line.	
*1j	2	Explain the meaning of multiplication and division of rational numbers.	
1k	2	Explain the meaning and relationship between absolute value and opposites.	
*2a	2	Solve simple equations using guess-and-check, diagrams, properties, or inspection, explaining the process used.	
2b	2	Complete a function table based on a given rule.	
*2c	2	Formulate algebraic expressions, equations, and inequalities to reflect a given situation.	
*2d	1	State the following properties using variables and apply them in solving problems: Zero property of multiplication, inverse properties of addition/subtraction and multiplication/division, commutative and associative properties of addition and multiplication, identify properties of addition and multiplication, distributive properties of multiplication over addition and subtraction.	
2e	2	Describe a rule for a function table using words, symbols, and points on a graph and vice versa.	
3a	3	Compare, classify, and construct transformations (reflections, translations, and rotations).	
3c	1	Draw, label, and classify polygons to include regular and irregular shapes. Identify congruent and symmetrical figures.	
3d	1	Identify, estimate, and compare right, acute, and obtuse angles.	
4c	1	Determine the radius, diameter, and circumference of a circle.	
4f	1	Apply techniques and tools to accurately find length, area, and angle measures to appropriate levels of precision.	

* Indicates ongoing objectives.

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Third Nine Weeks

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Compare and order rational numbers using symbols (<,>, and =) and a number line.	
*1d	1	Compute using basic operations with fractions and mixed numbers. Express answers in the simplest form.	
1h	2	Solve problems by finding the percentage of a number including percentages greater than 100 and less than 1.	
*1j	2	Explain the meaning of multiplication and division of rational numbers.	
*2a	2	Solve simple equations using guess-and-check, diagrams, properties, or inspection, explaining the process used.	
*2c	2	Formulate algebraic expressions, equations, and inequalities to reflect a given situation.	
*2d	1	State the following properties using variables and apply them in solving problems: Zero property of multiplication, inverse properties of addition/subtraction and multiplication/division, commutative and associative properties of addition and multiplication, identify properties of addition and multiplication, distributive properties of multiplication over addition and subtraction.	
3b	3	Construct three-dimensional figures using manipulatives and generalize the relationships among vertices, faces, and edges (such as Euler's Formula).	
3e	2	Explain the relationships between corresponding parts of the pre-image and image of a dilation.	
4a	1`	Convert units within a given measurements system to solve problems.	
4b	2	Calculate the perimeter and area of regular and irregular shapes using a variety of methods.	
4d	2	Use scale factors to perform dilations and to solve ratio and proportion problems.	
4e	2	Predict and calculate the volume of prisms.	
4g	1	Explain the relationship of circumference of a circle to its diameter, linking to pi.	

* Indicates ongoing objectives.

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Fourth Nine Weeks-Review

Competency	DOK	Mississippi Math Framework Objectives	
*1a	1	Compare and order rational numbers using symbols (<,>, and =) and a number line.	
*1d	1	Compute using basic operations with fractions and mixed numbers. Express answers in the simplest form.	
*1j	2	Explain the meaning of multiplication and division of rational numbers.	
*2a	2	Solve simple equations using guess-and-check, diagrams, properties, or inspection, explaining the process used.	
*2c	2	Formulate algebraic expressions, equations, and inequalities to reflect a given situation.	
*2d	1	State the following properties using variables and apply them in solving problems: Zero property of multiplication, inverse properties of addition/subtraction and multiplication/division, commutative and associative properties of addition and multiplication, identify properties of addition and multiplication, distributive properties of multiplication over addition and subtraction.	
		All skills should be reviewed during the 4th nine weeks. Review should not be limited to t he skills listed above.	

* Indicates ongoing objectives.