



National Center and State Collaborative

Core Content Connectors: Reading at the Word Level

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National Center and State Collaborative

The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



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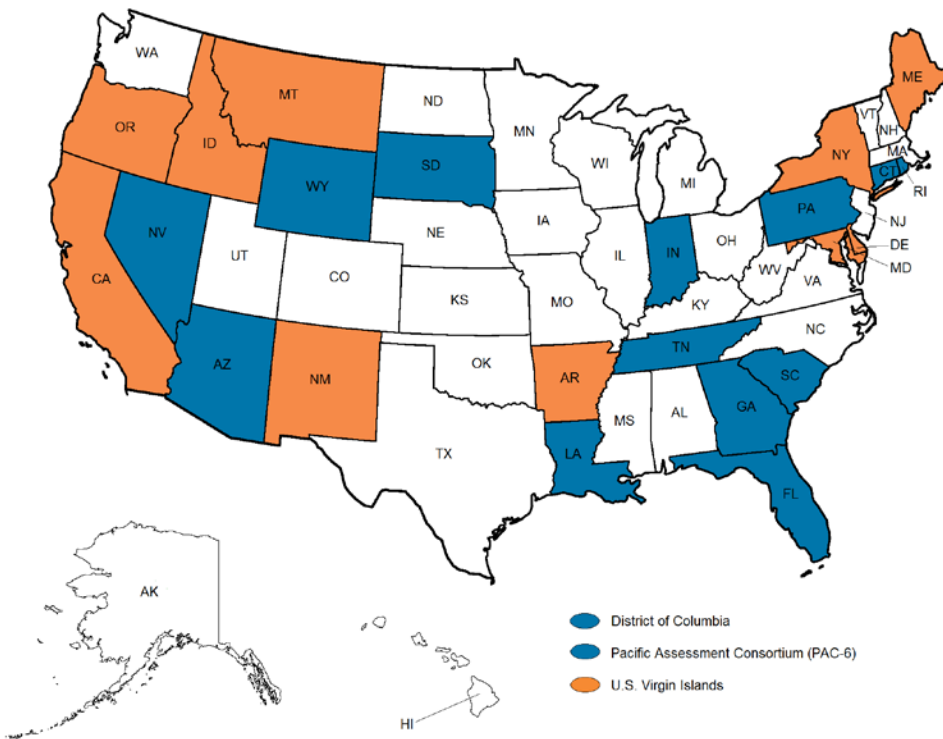


National Center and State Collaborative

NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



National Center and State Collaborative

The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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Core Content Connectors: Reading at the Word Level

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Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities		
Core Content Connectors: K	CCSS Anchor Standards	Common Core State Standard
K.RWL.a1 Ask questions about unknown words in a text.	<p align="center">Craft and Structure</p> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	K.RL.4 Ask and answer questions about unknown words in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
K.RWL.a2 Answer questions about unknown words in a text.	<p align="center">Craft and Structure</p> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	K.RL.4 Ask and answer questions about unknown words in a text. K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.
Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)		
K.RWL.b1 Identify or name uppercase letters of the alphabet.	<p align="center">Print Concepts</p> RF1. Demonstrate understanding of the organization and basic features of print.	K.RF.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.
K.RWL.b2 Identify or name lowercase letters of the alphabet.	<p align="center">Print Concepts</p> RF1. Demonstrate understanding of the organization and basic features of print.	K.RF.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.
K.RWL.b3 Recognize the sound(s) for each letter.	<p align="center">Phonics and Word Recognition</p> RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.
K.RWL.b4 Produce the sound(s) for each letter.	<p align="center">Phonics and Word Recognition</p> RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each

		consonant.
K.RWL.b5 Recognize rhyming words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.
K.RWL.b6 Produce rhyming words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.
K.RWL.b7 Count syllables in spoken words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.
K.RWL.b8 Blend and segment syllables in spoken words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.
K.RWL.b9 Blend and segment onsets and rhymes of single-syllable spoken words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rhymes of single-syllable spoken words.
K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

<p>K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
<p>Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)</p>		
<p>Core Content Connectors: K</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.</p>	<p>Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>
<p>K.RWL.c2 Identify the sound that differs between two similarly spelled words.</p>	<p>Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>
<p>K.RWL.c4 Identify the meaning of common inflections and affixes.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>

<p>K.RWL.c5 Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>
<p>Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words</p>		
<p>Core Content Connectors: K</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>K.RWL.d1 Read common kindergarten high frequency words by sight.</p>	<p style="text-align: center;">Phonics and Word Recognition</p> <p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>
<p>K.RWL.d2 Participate in reading emergent-reader texts.</p>	<p style="text-align: center;">Fluency</p> <p>RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>K.RF.4 Read emergent-reader texts with purpose and understanding.</p>
<p>Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)</p>		
<p>Core Content Connectors: K</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>K.RWL.e1 Identify new meanings for familiar words.</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately.</p>
<p>K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L5. With guidance and support from adults, explore word relationships and nuances with word meanings.</p>	<p>K.L.5 With guidance and support from adults, explore word relationships and nuances with word meanings.</p> <p>a. Sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p>

<p>K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.</p>	<p>Vocabulary Acquisition and Use L5. With guidance and support from adults, explore word relationships and nuances with word meanings.</p>	<p>K.L.5 With guidance and support from adults, explore word relationships and nuances with word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
<p>Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed</p>		
<p>Core Content Connectors: K</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>K.RWL.f1 With guidance and support, use newly acquired words in real-life context.</p>	<p>Vocabulary Acquisition and Use L5. With guidance and support from adults, explore word relationships and nuances with word meanings.</p> <p>Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>K.L.5 With guidance and support from adults, explore word relationships and nuances with word meanings. c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Grade 1

Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>1.RL.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>1.RL.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>1.RL.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.	<p>Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>1.RL.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>
Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RWL.b1 Identify or name uppercase letters of the alphabet.	<p>Print Concepts</p> <p>RF1. Demonstrate understanding of the organization and basic features of print.</p>	<p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>
1.RWL.b2 Identify or name lowercase letters of the alphabet.	<p>Print Concepts</p> <p>RF1. Demonstrate understanding of the organization and basic features of print.</p>	<p>K.RF.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and</p>

		lowercase letters of the alphabet.
1.RWL.b3 Recognize the sound(s) for each letter.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
1.RWL.b4 Produce the sound(s) for each letter.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
1.RWL.b5 Recognize rhyming words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.
1.RWL.b6 Produce rhyming words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.
1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
1.RWL.c2 Identify the sound that differs between two similarly spelled words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select “ch” when sounded out).	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Know the spelling-sound correspondence for common consonant digraphs.
1.RWL.c4 Decode regularly spelled CVC words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words.
1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final –e and common vowel team conventions for representing long vowel sounds.

1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words.	Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.
1.RWL.c7 Read or identify frequently occurring words with inflectional endings.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. f. Read words with inflectional endings.
1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. b. Use frequently occurring affixes as a clue to the meaning of a word.
Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RWL.d1 Recognize grade-appropriate irregularly spelled words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. g. Recognize and read grade-appropriate irregularly spelled words.
1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	1.RF.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	1.RF.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings. b. Define words by category and by one or more key attributes (e.g., a duck is a

		bird that swims; a tiger is a large cat with stripes).
1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.
Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed		
Core Content Connectors: 1	CCSS Anchor Standards	Common Core State Standard
1.RWL.f1 With guidance and support, use newly acquired words in real-life context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). 1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

<p>1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships.</p>	<p>Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>
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Grade 2

Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
<p>2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).</p>	<p>Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
<p>2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</p>
<p>2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words</p>	<p>Phonological Awareness RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>

2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<p align="center">Phonological Awareness</p> RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.	<p>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p align="center">Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. f. Read words with inflectional endings. 1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.	<p align="center">Phonics and Word Recognition</p> RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
2.RWL.c3 Decode regularly spelled one-syllable words with long vowels.	<p align="center">Phonics and Word Recognition</p> RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode regularly spelled two-syllable words with long vowels.
2.RLW.c4 Decode regularly spelled two-syllable words with long vowels.	<p align="center">Phonics and Word Recognition</p> RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode regularly spelled two-syllable words with long vowels.
2.RWL.c5 Decode words with common prefixes and suffixes.	<p align="center">Phonics and Word Recognition</p> RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes.

<p>2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell, retell).</p>
<p>2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</p>
<p>Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words</p>		
<p>Core Content Connectors: 2</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.</p>	<p>Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Recognize and read grade-appropriate irregularly spelled words.</p>
<p>2.RWL.d2 Identify grade-level words with accuracy and on successive attempts.</p>	<p>Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>
<p>2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p>	<p>Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>

Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing intensity by defining them or acting out their meaning.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. b. Distinguish shades of meaning among closely related verbs differing in manner (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
2.RWL.e3 Use context to confirm or self-correct word recognition.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	2.RF.4 Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of the word or phrase.
2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of

		words and phrases.
2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.	Craft and Structure R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	2.RI.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed		
Core Content Connectors: 2	CCSS Anchor Standards	Common Core State Standard
2.RWL.f1 Use newly acquired words in real-life context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	2.L.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy and juicy). 2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2.RWL.f2 Use adjectives to describe nouns.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
2.RWL.f3 Use adverbs to describe verbs.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing,	2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids

	speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	are happy that makes me happy).
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Grade 3

Progress Indicator: E.RWL.g Applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.RWL.g1 Identify the meaning of most common prefixes.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of most common prefixes and derivational suffixes.
3.RWL.g2 Identify the meaning of most common suffixes.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of most common prefixes and derivational suffixes.
3.RWL.g3 Decode regularly spelled one-syllable words with long vowels.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode regularly spelled two-syllable words with long vowels.
3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode regularly spelled two-syllable words with long vowels.
3.RWL.g5 Decode multisyllable words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.
3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as	2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the

	appropriate.	same root (e.g., <i>addition</i> , <i>additional</i>). 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>).
3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
Progress Indicator: E.RWL.h Reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.
3.RWL.h2 Identify grade level words with accuracy.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	3.RF.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	3.RF.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Progress Indicator: E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)		

Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.RWL.i1 Use context to confirm or self-correct word recognition.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	3.RF.4 Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of the word or phrase.
3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
Progress Indicator: E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed		
Core Content Connectors: 3	CCSS Anchor Standards	Common Core State Standard
3.RWL.j1 Use newly acquired words in real-life context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
3.RWL.j2 Use newly acquired	Vocabulary Acquisition and Use	3.L.6 Acquire and use accurately grade-

<p>conversational and general academic words and phrases accurately.</p>	<p>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>3.RWL.j3 Use newly acquired domain-specific words and phrases accurately.</p>	<p>Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
<p>3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
<p>Progress Indicator: E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts</p>		
<p>Core Content Connectors: 3</p>	<p>CCSS Anchor Standard</p>	<p>Common Core State Standard</p>
<p>3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.</p>	<p>Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>
<p>3.RWL.k2 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.</p>	<p>Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>

Grade 4

Progress Indicator: E.RWL.g applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.	<p>Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
Progress Indicator: E.RWL.h reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words		
Core Content Connectors: 4	CCSS Anchor Standards	Common Core State Standard
4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.	<p>Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.</p>
4.RWL.h2 Identify grade level words with accuracy and on successive attempts.	<p>Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.	<p>Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>4.RF.4 Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>

Progress Indicator: E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)		
Core Content Connectors: 4	CCSS Anchor Standard	Common Core State Standard
4.RWL.i1 Use context to confirm or self-correct word recognition.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	4.RF.4 Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of the word or phrase.
4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4.RWL.i5 Relate words to their opposites (antonyms).	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4.L.5 Demonstrate understanding of word relationships and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar

		but not identical meanings (synonyms).
4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4.L.5 Demonstrate understanding of word relationships and nuances in word meanings. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Progress Indicator: E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed		
Core Content Connectors: 4	CCSS Anchor Standard	Common Core State Standard
4.RWL.j1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conversation</i> , and <i>endangered</i> when discussing animal preservation).
4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
Progress Indicator: E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts		
Core Content Connectors: 4	CCSS Anchor Standard	Common Core State Standard
4.RWL.k1 Identify simple similes in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4.RWL.k2 Identify simple metaphors in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes

		and metaphors (e.g., as pretty as a picture) in context.
4.RWL.k3 Identify the meaning of common idioms.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	4.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
4.RWL.k4 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Grade 5

Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words		
Core Content Connectors: 5	CCSS Anchor Standard	Common Core State Standard
5.RWL.a1 Use context to confirm or self-correct word recognition.	Fluency RF4. Read with sufficient accuracy and fluency to support comprehension.	5.RF.4 Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of the word or phrase.
5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and	5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

	analyze how specific word choices shape meaning or tone.	
Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context		
Core Content Connectors: 5	CCSS Anchor Standard	Common Core State Standard
5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	Phonics and Word Recognition RF3. Know and apply grade-level phonics and word analysis skills in decoding words.	5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).
Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 5	CCSS Anchor Standard	Common Core State Standard
5.RWL.c1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary		
Core Content Connectors: 5	CCSS Anchor Standard	Common Core State Standard
5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and

<p>find the pronunciation of a word.</p>	<p>unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning of key words and phrases.
<p>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning of key words and phrases.
<p>Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)</p>		
<p>Core Content Connectors: 5</p>	<p>CCSS Anchor Standard</p>	<p>Common Core State Standard</p>
<p>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</p>	<p style="text-align: center;">Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>5.RL.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</p> <p>5.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context.
<p>5.RWL.e2 Identify the meaning of common idioms or proverbs.</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>5.L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Grade 6

Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words		
Core Content Connectors: 6	CCSS Anchor Standard	Common Core State Standard
6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.
6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context		
Core Content Connectors: 6	CCSS Anchor Standard	Common Core State Standard
6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).

Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 6	CCSS Anchor Standard	Common Core State Standard
6.RWL.c1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary		
Core Content Connectors: 6	CCSS Anchor Standard	Common Core State Standard
6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. d. Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

<p>6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p>6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p>Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)</p>		
<p>Core Content Connectors: 6</p>	<p>CCSS Anchor Standard</p>	<p>Common Core State Standard</p>
<p>6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</p>	<p>Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context.</p>
<p>6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</p>	<p>Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>

<p>6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p style="text-align: center;">Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>6.RL.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
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Grade 7

Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding		
Core Content Connectors: 7	CCSS Anchor Standard	Common Core State Standard
<p>7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>slim</i>, <i>skinny</i>, <i>scrawny</i>, <i>thin</i>).</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>
Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context		
Core Content Connectors: 7	CCSS Anchor Standard	Common Core State Standard
<p>7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</p>

7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)		
Core Content Connectors: 7	CCSS Anchor Standard	Common Core State Standard
7.RWL.h1 Identify words that are derived from a familiar word (e.g., <i>pedal</i> : <i>pedestrian</i> , <i>pedestal</i> , <i>bipeda</i>).		No CCSS
Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 7	CCSS Anchor Standard	Common Core State Standard
7.RWL.i1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary		
Core Content Connectors: 7	CCSS Anchor Standard	Common Core State Standard
7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. d. Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

<p>7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p>7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p>7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
<p>Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)</p>		
<p>Core Content Connectors: 7</p>	<p>CCSS Anchor Standard</p>	<p>Common Core State Standard</p>
<p>7.RWL.k1 Identify allusion within a text or media.</p>	<p>Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>

<p>7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.</p>	<p>Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>
<p>7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</p>	<p>Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>
<p>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p>Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>7.RL.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>
<p>Progress Indicator: M.RWL.I analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)</p>		
<p>Core Content Connectors: 7</p>	<p>CCSS Anchor Standard</p>	<p>Common Core State Standard</p>
<p>7.RWL.I1 Identify alliteration within text.</p>	<p>Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape</p>	<p>7.RL.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or</p>

	meaning or tone.	stanza of a poem or section of a story or drama.
7.RWL.I2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	7.RL.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.RWL.I3 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Grade 8

Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding		
Core Content Connectors: 8	CCSS Anchor Standard	Common Core State Standard
8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).
Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context		
Core Content Connectors: 8	CCSS Anchor Standard	Common Core State Standard
8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a

		clue to the meaning of the word or phrase.
8.RWL.g2 Use the relationship between particular words to better understand each of the words.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words to better understand each of the words.
Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)		
Core Content Connectors: 8	CCSS Anchor Standard	Common Core State Standard
8.RWL.h1 Explain the meaning of words derived from a familiar word (e.g., pedal refers to feet: pedestrian- traveling on foot, pedestal- support or foot for a structure, bipedal- two footed creatures).		No CCSS
Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 8	CCSS Anchor Standard	Common Core State Standard
8.RWL.i1 Use general academic and domain specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary		
Core Content Connectors: 8	CCSS Anchor Standard	Common Core State Standard
8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies. d. Verify the preliminary determination of the meaning of the word or phrase (e.g., by

	appropriate.	checking the inferred meaning in context or in a dictionary).
8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)		
Core Content Connectors: 8	CCSS Anchor Standard	Common Core State Standard
8.RWL.k1 Identify irony within a text or media.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context.
8.RWL.k2 Identify a pun within a text or media.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context.
8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context.
8.RWL.k4 Identify and interpret an analogy within a text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	8.RL.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.

<p>8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p style="text-align: center;">Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>8.RL.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</p>
<p>Progress Indicator: M.RWL.I analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)</p>		
<p>Core Content Connectors: 8</p>	<p style="text-align: center;">CCSS Anchor Standard</p>	<p style="text-align: center;">Common Core State Standard</p>
<p>8.RWL.l1 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.</p>	<p style="text-align: center;">Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>

Grade 9-10

<p>H.RWL.a utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking</p>		
<p>Core Content Connectors: 9-10</p>	<p style="text-align: center;">CCSS Anchor Standards</p>	<p style="text-align: center;">Common Core State Standard</p>
<p>910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p style="padding-left: 20px;">d. Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

<p>910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<p>910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<p>910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>

H.RWL.b demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.	Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
H.RWL.c making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
910.RWL.c1 Identify the denotation for a known word.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.
910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.

<p>910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.</p>	<p style="text-align: center;">Craft and Structure</p> <p>R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>9-10.RI.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
<p>H.RWL.d interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts</p>		
<p>Core Content Connectors: 9-10</p>	<p style="text-align: center;">CCSS Anchor Standards</p>	<p style="text-align: center;">Common Core State Standard</p>
<p>910.RWL.d1 Identify an oxymoron in a text.</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>
<p>910.RWL.d2 Interpret figures of speech in context.</p>	<p style="text-align: center;">Vocabulary Acquisition and Use</p> <p>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>
<p>910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p style="text-align: center;">Craft and Structure</p> <p>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>9-10.RL.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>

910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.	Craft and Structure R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)		
Core Content Connectors: 9-10	CCSS Anchor Standards	Common Core State Standard
No CCCs written for this PI		

Grade 11-12

H.RWL.a utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies. d. Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.	Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

<p>1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<p>1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
<p>H.RWL.b demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking</p>		
<p>Core Content Connectors: 11-12</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Vocabulary Acquisition and Use L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

<p>1112.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</p>	<p>Vocabulary Acquisition and Use L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>1112.RWL.b3 Use metaphors, similes, or analogies within writing to inform or explain the topic.</p>	<p>Text Types and Purposes W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>
<p>H.RWL.c making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)</p>		
<p>Core Content Connectors: 11-12</p>	<p>CCSS Anchor Standards</p>	<p>Common Core State Standard</p>
<p>1112.RWL.c1 Identify the denotation for a known word.</p>	<p>Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>1112.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</p>	<p>Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.</p>	<p>Craft and Structure R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>

H.RWL.d interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
1112.RWL.d1 Identify hyperbole in a text.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
1112.RWL.d2 Interpret figures of speech in context.	Vocabulary Acquisition and Use L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	11-12.RL.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and ton, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
1112.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.	Craft and Structure R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).

H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)		
Core Content Connectors: 11-12	CCSS Anchor Standards	Common Core State Standard
No CCCs written for this PI.		