

D303 Core Literacy Grade 7 - Yearlong Curriculum

CUSD 303

Year: 2011-2012

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills S1	Skills S2
Reading - Literature	Key Ideas and Details	RL1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RL1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RL1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
		RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RL2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text	RL2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text	
		RL3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	RL3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)	
	Craft and Structure	RL4 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	RL4 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		RL4 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
		RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RL5 Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning		RL5 Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
		RL6 Assess how point of view and purpose shape the content and style of a text	RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text	
	Integration of Knowledge and Ideas	RL7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL7 Compare and contrast a written story, drama, or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film)		RL7 Compare and contrast a written story, drama, or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film)
		RL8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RL8 (Not applicable to literature)		
		RL9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RL9 Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period as a means of understanding how authors of fiction use or alter history		RL9 Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period as a means of understanding how authors of fiction use or alter history
	Range of Reading and Level of Text Complexity	RL10 Read and comprehend complex literary and informational texts independently and proficiently	RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range		RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range

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Reading - Informational	Key Ideas and Details	RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RI1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	RI1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
		RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text	RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text	
		RI3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RI3 Analyze the interactions between characters, events, and ideas in a text (e.g., how ideas influence people or events, how people influence ideas or events)	RI3 Analyze the interactions between characters, events, and ideas in a text (e.g., how ideas influence people or events, how people influence ideas or events)	
	Craft and Structure	RI4 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	RI4 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	RI4 Define and identify the meaning of words and phrases in a piece of literary text	RI4 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
		RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas		RI5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas
		RI6 Assess how point of view or purpose shapes the content and style of a text	RI6 Determine an author's point of view or purpose in a text and explain how the author distinguishes his or her position from that of others	RI6 Determine an author's point of view or purpose in a text and explain how the author distinguishes his or her position from that of others	
	Integration of Knowledge and Ideas	RI7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RI7 Compare and contrast a text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)		RI7 Compare and contrast a text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)
		RI8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RI8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims		RI8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
		RI9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts		RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
	Range of Reading and Level of Text Complexity	RI10 Read and comprehend complex literary and informational texts independently and proficiently	RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range		RI10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range
Writing	Text Types and Purposes	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Write arguments to support claims with clear reasons and relevant evidence		W1 Write arguments to support claims with clear reasons and relevant evidence

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Writing (cont'd)	Text Types and Purposes (cont'd)		W1a Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically		W1a Introduce claims, acknowledge alternate or opposing claims and organize the reasons and evidence logically
			W1b Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text		W1b Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
			W1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence		W1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence
			W1d Establish and maintain a formal style		W1d Establish and maintain a formal style
			W1e Provide a concluding statement or section that follows from and supports the argument presented		W1e Provide a concluding statement or section that follows from and supports the argument presented
		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	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	
			W2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison-contrast, and cause-effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	W2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison-contrast, and cause-effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension	
			W2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	W2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples	
			W2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	W2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts	
			W2d Use precise language and domain-specific vocabulary to inform about or explain the topic	W2d Use precise language and domain-specific vocabulary to inform about or explain the topic	
			W2e Establish and maintain a formal style	W2e Establish and maintain a formal style	
			W2f Provide a concluding statement or section that follows from and supports the information or explanation presented	W2f Provide a concluding statement or section that follows from and supports the information or explanation presented	
		W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills S1	Skills S2
Writing (cont'd)	Text Types and Purposes (cont'd)		W3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically	W3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically	
			W3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters	W3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters	
			W3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	W3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	
			W3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	W3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	
			W3e Provide a conclusion that follows from and reflects on the narrated experiences or events	W3e Provide a conclusion that follows from and reflects on the narrated experiences or events	
	Production and Distribution of Writing	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3)
		W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52)	W5 With full guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52)	W5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52)
	Research to Build and Present Knowledge	W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others	W6 Incorporate some technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others	W6 Incorporate technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others
		W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation		W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation
		W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

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Writing (cont'd)	Research to Build and Present Knowledge (cont'd)	W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research	W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research	W9 Draw evidence from literacy or informational texts to support analysis and reflection	W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research
			W9a Apply grade 7 reading standards to literature (e.g., "compare and contrast a fictional portrayal of time, place, or character with a historical account of the same period as a means of understanding how authors of fiction use or alter history")		W9a Apply grade 7 reading standards to literature (e.g., "compare and contrast a fictional portrayal of time, place, or character with a historical account of the same period as a means of understanding how authors of fiction use or alter history")
			W9b Apply grade 7 reading standards to literary nonfiction (e.g., "trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")		W9b Apply grade 7 reading standards to literary nonfiction (e.g., "trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims")
	Range of Writing	W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	W10 Write routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences in increasingly more complex prompts/topics
Speaking and Listening	Comprehension and Collaboration	SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing own ideas clearly and persuasively	SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing own ideas clearly	SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing own ideas clearly	
			SL1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	SL1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	
			SL1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed	SL1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed	
			SL1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topics as needed	SL1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topics as needed	
			SL1d Acknowledge new information expressed by others and, when warranted, modify own views	SL1d Acknowledge new information expressed by others and, when warranted, modify own views	
		SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study		SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study

Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills S1	Skills S2
Speaking and Listening (cont'd)	Comprehension and Collaboration (cont'd)	SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence		SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
	Presentation of Knowledge and Ideas	SL4 Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience	SL4 Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation		SL4 Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
		SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points		SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points
		SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	
Language	Conventions of Standard English	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking with more complex sentence structures
			L1a Explain the function of phrases and clauses in general and their function in specific sentences	L1a Explain the function of phrases and clauses in general and their function in specific sentences	
			L1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	L1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	
			L1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers		L1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
		L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English for the use of capitalization, punctuation, and spelling when writing
			L2a Use a comma to separate coordinate adjectives (e.g., "it was a fascinating, enjoyable movie" but "he wore an old green shirt")		L2a Use a comma to separate coordinate adjectives (e.g., "it was a fascinating, enjoyable movie" "he wore an old green shirt")
			L2b Spell correctly	L2b Spell correctly	L2b Spell correctly
	Knowledge of Language	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices pertaining to meaning or style, and to comprehend more fully when reading or listening	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
			L3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy		L3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

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Language (cont'd)	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	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 7 reading and content, choosing flexibly from a range of strategies	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in less complicated text and content, choosing flexibly from a range of strategies	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 7 reading and content, choosing flexibly from a range of strategies
			L4a Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase	L4a Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase	L4a Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase
			L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent/bellicose/rebel)	L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent/bellicose/rebel)	L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (see references pages in ML for roots and affixes)
			L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech	L4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
			L4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)	L4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)	L4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)
		L5 Demonstrate understanding of word relationships and nuances in word meanings	L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in texts with higher complexities
			L5a Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context		L5a Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context
			L5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words	L5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words	
			L5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)	L5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)	
		L6 Acquire and accurately use 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 considering a word or phrase important to comprehension or expression	L6 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	L6 Acquire and incorporate 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	L6 Acquire and incorporate 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