D303 Core Literacy Grade 8 - 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 the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	RL1 Cite the textual evidence that most strongly supports an 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, including its relationship to the characters, setting, and plot; 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, including its relationship to the characters, setting, and plot; 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 lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision	RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision	
	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 specific word choices on meaning and tone, including analogies or allusions to other texts		RL4 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
		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 each other and the whole	RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style		RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style
		RL6 Assess how point of view and purpose shape the content and style of a text	RL6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor	RL6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor	
	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 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors	RL7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors	
		RL8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and 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 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new		RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new

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Reading - Literature *(cont'd)*	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, independently and proficiently read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band		RL10 Read and comprehend literature independently and proficiently, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band
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 the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text		RI1 Cite the textual evidence that most strongly supports an 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 a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text		RI2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; 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 how a text makes connections among and distinctions between characters, ideas, or events (e.g., through comparisons, analogies, categories)		RI3 Analyze how a text makes connections among and distinctions between characters, ideas, or events (e.g., through comparisons, analogies, categories)
	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 specific word choices on meaning and tone, including analogies or allusions to other texts		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 specific word choices on meaning and tone, including analogies or allusions to other texts
		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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept		RI5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept
		RI6 Assess how point of view and purpose shape the content and style of a text	RI6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints		RI6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints
	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 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea		RI7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea
		RI8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of the evidence	RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced		RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced
		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 a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation		RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

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Reading - Informational *(cont'd)*	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, independently and proficiently read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band		RI10 Read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently
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	
			W1a Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically	W1a Introduce claims, acknowledge and distinguish the claims from 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, counterclaims, reasons, and evidence	W1c Incorporate words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence with assistance	W1c Incorporate words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, 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 into broader categories; 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 into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
			W2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples	W2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples	
			W2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts		W2c Apply appropriate and varied 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 Apply precise language and domain-specific vocabulary to inform about or explain the topic, with support from peers	W2d Apply 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

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Writing *(cont'd)*	Text Types and Purposes *(cont'd)*		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	
			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, description, and reflection, to develop experiences, events, and/or characters	W3b Incorporate narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters	
			W3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events	W3c Apply a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events, with assistance	W3c Apply a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events
			W3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	W3d Apply 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	
		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 with teacher support (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	W5 With guidance and support from 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	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
		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 present the relationships between information and ideas efficiently as well as to interact and collaborate with others	W6 Incorporate technology, including the Internet, to produce and publish writing and present the relationships between information and ideas as well as to interact and collaborate with others, with support	W6 Incorporate technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others

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Writing (cont'd)	Research to Build and Present Knowledge	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 (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	W7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration	
		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, with assistance W8 Assess the credibility and accuracy of each source, with assistance adults W8 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation, with assistance	W8 Incorporate the following independently: 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
		W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research		W9 Draw evidence from literary or informational texts to support analysis, reflection, and research
			W9a Apply grade 8 reading standards to literature (e.g., "analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new")	W9a Apply grade 8 reading standards to literature (e.g., "analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new")	
			W9b Apply grade 8 reading standards to literary nonfiction (e.g., "delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")		W9b Apply grade 8 reading standards to literary nonfiction (e.g., "delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced")
	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)	W10 Write routinely over shorter time frames (time for reflection and revision) and (a single sitting or a day or two)	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)
Speaking & 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 8 topics, texts, and issues, building on others' ideas and expressing own ideas clearly	SL1 Engage in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing own ideas clearly with assistance	SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 Prepare for discussions, 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 and decision making, track progress toward specific goals and deadlines, and define individual roles as needed	SL1b Apply rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed	

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Speaking & Listening (cont'd)	Comprehension and Collaboration (cont'd)	SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas	SL1c Articulate questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas	
			SL1d Acknowledge new information expressed by others and, when warranted, qualify or justify own views in light of the evidence presented	SL1d Acknowledge new information expressed by others and, when warranted, qualify or justify own views in light of the evidence presented	
			SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation		SL2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
		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 relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced		SL3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced
	Presentation of Knowledge and Ideas	SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation		SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; 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 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest		SL5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
		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
			L1a Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences		L1a Explain the function of verbals (gerunds, participles, and infinitives) in general and their function in particular sentences
			L1b Form and use verbs in the active and passive voice	L1b Form and use verbs in the active and passive voice	
			L1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods	L1c Incorporate verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods, with assistance	L1c Incorporate verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods
			L1d Recognize and correct inappropriate shifts in verb voice and mood		L1d Recognize and correct inappropriate shifts in verb voice and mood

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Language *(cont'd)*	Conventions of Standard English *(cont'd)*	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
			L2a Use punctuation rules (e.g., comma, ellipsis, dash) to indicate a pause or break	L2a Apply punctuation rules (e.g., comma, ellipsis, dash) to indicate a pause or break	
			L2b Use an ellipsis to indicate an omission	L2b Apply an ellipsis to indicate an omission	
			L2c Spell correctly	L2c Spell correctly	L2c Spell correctly
	Knowledge of Language	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices 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 Apply knowledge of language and its conventions when writing, speaking, reading, or listening
			L3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, describing a state contrary to fact)	L3a Select verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, describing a state contrary to fact), with assistance	L3a Independently select verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, describing a state contrary to fact)
	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 or phrases in grade 8 reading and content, choosing flexibly from a range of strategies	L4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade 8 reading and content, choosing flexibly from a range of strategies, with assistance	L4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade 8 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 Provide 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	

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Language *(cont'd)*	Vocabulary Acquisition and Use *(cont'd)*		L4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede/recede/secede)	L4b Recognize common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede/recede/secede) with assistance From McDougal Littell resource: ROOTS aud-- hear voc-- voice mem and ment-- mind chron-- time gram-- something written gen-- race or family life PREFIX mid-- center pro-- forward uni-- one tele-- view multi-- many or much SUFFIX s, es-- changes number of a noun d, ed, ing-- changes verb tense er, est-- indicates comparison and modifiers age-- indicates amount able, ible-- indicates able or inclined to ant, ent-- indicates a specific state or condition	L4b Recognize common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede/ recede/secede) From McDougal Littell resource: ROOTS aud-- hear voc-- voice mem and ment-- mind chron-- time gram-- something written gen-- race or family life PREFIX mid-- center pro-- forward uni-- one tele-- view multi-- many or much SUFFIX s, es-- changes number of a noun d, ed, ing-- changes verb tense er, est-- indicates comparison and modifiers age-- indicates amount able, ible-- indicates able or inclined to ant, ent-- indicates a specific state or condition
			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)	
		L5 Demonstrate understanding of word relationships and nuances in word meanings	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	L5 Recognize figurative language, word relationships, and nuances in word meanings	
			L5a Interpret figures of speech (eg verbal irony, puns) in context		L5a Interpret figures of speech (eg verbal irony, puns) in context
			L5b Use the relationship between particular words to better understand each of the words	L5b Determine the relationship between particular words to better understand each of the words	
			L5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)	L5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute)	

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Language *(cont'd)*	Vocabulary Acquisition and Use *(cont'd)*	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 encountering an unknown term important to comprehension or expression	L6 Acquire and accurately use 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 accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression with assistance from peers	L6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression