



Literacy and Intervention

WORDLY WISE

3000[®] THIRD EDITION

Correlated to Common Core State Standards



Wordly Wise 3000® 3rd Edition

correlated to

Common Core State Standards Initiative English Language Arts Grade 6

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details	
1. 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.	SE: 7-9, 18-21, 28-30, 38-40, 49-51, 60-62, 70-73, 80-83, 91-193, 101-103, 111-113, 121-123, 135-137, 145-147, 156-158, 166-168, 177-179, 187-189, 198-200, 208-210 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 121-123, 141-144, 145-148, 149-152, 153-156, 158, 159
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 7-9, 18-21, 28-30, 38-40, 49-51, 60-62, 70-73, 80-83, 91-193, 101-103, 111-113, 121-123, 135-137, 145-147, 156-158, 166-168, 177-179, 187-189, 198-200, 208-210 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 121-123, 141-144, 145-148, 149-152, 153-156, 158, 159
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.	<i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 7-9, 18-21, 28-30, 38-40, 49-51, 60-62, 70-73, 80-83, 91-193, 101-103, 111-113, 121-123, 135-137, 145-147, 156-158, 166-168, 177-179, 187-189, 198-200, 208-210 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 121-123, 141-144, 145-148, 149-152, 153-156, 158, 159

<i>Craft and Structure</i>	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.	SE: 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 121-123, 141-144, 145-148, 149-152, 153-156, 158, 159
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.	
6. Assess how point of view or purpose shapes the content and style of a text.	
<i>Integration of Knowledge and Ideas</i>	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	SE: 7-9, 18-21, 28-30, 38-40, 49-51, 60-62, 70-73, 80-83, 91-193, 101-103, 111-113, 121-123, 135-137, 145-147, 156-158, 166-168, 177-179, 187-189, 198-200, 208-210 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 121-123, 141-144, 145-148, 149-152, 153-156, 158, 159
8. 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.	
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<i>Range and Level of Text Complexity</i>	
10. Read and comprehend complex literary and informational texts independently and proficiently.	SE: 7-8, 18-19, 28-29, 38-39, 49-50, 60-61, 70-71, 80-81, 91-92, 101-102, 111-112, 121-122, 135-136, 145-14, 156-157, 166-167, 17-178, 187-188, 198-199, 208-209 TE: 98-99, 102-103, 121-122, 141-142, 149-150, 145-146, 153-154

Reading Standards for Literature 6–12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE: 122-123, 209-210 TE: 7, 11, 38-39, 54-55, 150-152, 154-156, 159
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	SE: 122-123, 209-210 TE: 7, 11, 38-39, 54-55, 150-152, 154-156, 159
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	SE: 122-123, 209-210 TE: 7, 11, 38-39, 54-55, 150-152, 154-156, 159
Craft and Structure	
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.	SE: 122-123, 209-210 TE: 7, 11, 38-39, 54-55, 150-152, 154-156, 159
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	
6. Explain how an author develops the point of view of the narrator or speaker in a text.	
Integration of Knowledge and Ideas	
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	
8. (Not applicable to literature)	

9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	
Range and Level of Text Complexity	
10. 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.	SE: 121-122, 208-209 TE: 149-150, 153-154
Reading Standards for Informational Text 6–12	
Key Ideas and Details	
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE: 7-9, 18-21, 28-30, 38-40, 49-51, 60-62, 70-73, 80-83, 91-193, 101-103, 111-113, 135-137, 145-147, 156-158, 166-168, 177-179, 187-189, 198-200 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 141-144, 145-148, 149-152, 153-156, 158, 159
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 7-9, 18-21, 28-30, 38-40, 49-51, 60-62, 70-73, 80-83, 91-193, 101-103, 111-113, 135-137, 145-147, 156-158, 166-168, 177-179, 187-189, 198-200 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 141-144, 145-148, 149-152, 153-156, 158, 159
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 7-9, 18-21, 28-30, 38-40, 49-51, 60-62, 70-73, 80-83, 91-193, 101-103, 111-113, 135-137, 145-147, 156-158, 166-168, 177-179, 187-189, 198-200 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 141-144, 145-148, 149-152, 153-156, 158, 159
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	SE: 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 81-83, 92-93, 102-103, 112-113, 136-137, 146-147, 157-158, 167-168, 178-179, 188-189, 199-200 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 141-144, 145-148, 149-152, 153-156, 158, 159
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	

6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas	
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Can use www.wordlywise3000.com
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	
9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
Range and Level of Text Complexity	
10. 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.	SE: 7-8, 18-19, 28-29, 38-39, 49-50, 60-61, 70-71, 80-81, 91-92, 101-102, 111-112, 135-136, 145-14, 156-157, 166-167, 17-178, 187-188, 198-199 TE: 98-99, 102-103, 141-142, 149-150, 145-146, 153-154
College and Career Readiness Anchor Standards for Writing	
The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<i>Wordly Wise 3000</i> , focuses on improving students’ vocabulary by furthering their understanding of new words and concepts through vocabulary instruction including definitions as well as context to gains full and flexible knowledge of word meanings.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	

<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
<i>Research to Build Knowledge</i>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<i>Range of Writing</i>	
10. 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.	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210

Writing Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s) and organize the reasons and evidence clearly.	
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	
d. Establish and maintain a formal style.	
e. Provide a concluding statement or section that follows from the argument presented.	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic; 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.	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
e. Establish and maintain a formal style.	
f. Provide a concluding statement or section that follows from the information or explanation presented.	
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	
e. Provide a conclusion that follows from the narrated experiences or events.	
<i>Production and Distribution of Writing</i>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210
5. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
Research to Build Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	
b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	
Range of Writing	
10. 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.	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: Oral teacher reading of passages: 7-9, 18-21, 28-30, 38-40, 49-51, 60-62, 70-73, 80-83, 91-193, 101-103, 111-113, 121-123, 135-137, 145-147, 156-158, 166-168, 177-179, 187-189, 198-200, 208-210 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 121-123, 141-144, 145-148, 149-152, 153-156, 158, 159
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
Presentation of Knowledge and Ideas	
4. 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.	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170

Speaking and Listening Standards 6–12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion..	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SE: Oral teacher reading of passages can be used: 7-9, 18-21, 28-30, 38-40, 49-51, 60-62, 70-73, 80-83, 91-193, 101-103, 111-113, 121-123, 135-137, 145-147, 156-158, 166-168, 177-179, 187-189, 198-200, 208-210 TE: 2-11, 16-55, 58-59, 98-101, 102-105, 121-123, 141-144, 145-148, 149-152, 153-156, 158, 159
3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	

Presentation of Knowledge and Ideas	
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170
College and Career Readiness Anchor Standards for Language	
The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate	
Conventions in Writing and Speaking	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210 Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170

Vocabulary Acquisition and Use	
4. 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.	SE: 3-5, 13-16, 23-26, 34-36, 44-47, 54-58, 66-69, 75-78, 87-89, 96-99, 107-110, 117-120, 130-133, 141-144, 151-154, 162-164, 173-175, 183-185, 193-196, 204-206 TE: 2-11
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: <i>Synonyms</i> : 7, 41, 6, 77, 81, 92, 111, 145, 202, 226, 48, 79, 90, 133, 1764; <i>Antonyms</i> : 7, 41, 59, 92, 104, 111, 126, 167, 183, 17, 27, 31, 48, 79, 90, 148, 176, 190 124; <i>Analogies</i> : 10, 83, 133, 159, 211
6. 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 considering a word or phrase important to comprehension or expression.	SE: <i>Word Lists</i> : 1-2, 11-12, 22-23, 32-33, 43-44, 53-54, 64-66, 74-75, 85-86, 94-95, 105-106, 115-116, 128-129, 139-140, 149-151, 160-161, 171-172, 181-182, 191-193, 202-203
Language Standards 6–12	
The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	
c. Recognize and correct inappropriate shifts in pronoun number and person..	
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)	

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	
b. Spell correctly.	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Vary sentence patterns for meaning, reader/ listener interest, and style.*	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210 Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170
b. Maintain consistency in style and tone.*	SE: <i>Writing Exercises</i> : 8-9, 19-21, 29-30, 39-40, 50-51, 61-62, 71-73, 1-83, 92-93, 102-103, 112-113, 122-123, 136-137 146-147, 157-158, 167-168, 178-179, 188-189, 199-200, 209-210 Class discussions are utilized during <i>Applying Meaning</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Applying Meanings</i> : 5, 16, 26, 36, 47, 58, 68, 78, 89, 99, 109-110, 119, 132, 143, 154, 164, 175, 185, 196, 206; <i>Review Puzzles</i> : 42, 84, 125-127, 170
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	

<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 a word or phrase.</p>	<p>SE: <i>Word Lists</i>: 1-2, 11-12, 22-23, 32-33, 43-44, 53-54, 64-66, 74-75, 85-86, 94-95, 105-106, 115-116, 128-129, 139-140, 149-151, 160-161, 171-172, 181-182, 191-193, 202-203</p>
<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p>	<p>SE: 10, 21, 31, 52, 69, 73, 83, 114, 120, 124, 138, 148, 180, 186, 190</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 or its part of speech.</p>	<p>SE: <i>Word Lists</i>: 1-2, 11-12, 22-23, 32-33, 43-44, 53-54, 64-66, 74-75, 85-86, 94-95, 105-106, 115-116, 128-129, 139-140, 149-151, 160-161, 171-172, 181-182, 191-193, 202-203</p>
<p>d. 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).</p>	<p>SE: <i>Word Lists</i>: 1-2, 11-12, 22-23, 32-33, 43-44, 53-54, 64-66, 74-75, 85-86, 94-95, 105-106, 115-116, 128-129, 139-140, 149-151, 160-161, 171-172, 181-182, 191-193, 202-203</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., personification) in context.</p>	
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p>SE: 79, 155, 207</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p>SE: 10, 83, 133, 159, 211</p>
<p>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.</p>	<p>SE: <i>Word Lists</i>: 1-2, 11-12, 22-23, 32-33, 43-44, 53-54, 64-66, 74-75, 85-86, 94-95, 105-106, 115-116, 128-129, 139-140, 149-151, 160-161, 171-172, 181-182, 191-193, 202-203</p>