



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 10

College and Career Readiness 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.	
Common Core State Standards Initiative English Language Arts Grades 9-10	
<i>Key Ideas and Details</i>	
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: 7-8, 17-18, 28-29, 38-39, 50-51, 59-60, 69-70, 79-80, 92-93, 102-103, 111-112, 121-122, 132-133, 142-143, 151-152, 175-176, 184-185, 194-195, 204-205 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128
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, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128
3. Analyze how and why individuals, events, and ideas 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, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128

<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: 7-9, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 76-78, 80-82, 114-116, 118-120, 122-124, 126-128
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) 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, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128
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, 17-18, 28-29, 38-39, 50-51, 59-60, 69-70, 79-80, 92-93, 102-103, 111-112, 121-122, 132-133, 142-143, 151-152, 175-176, 184-185, 194-195, 204-205 TE: 76-78, 80-82, 114-116, 118-120, 122-124, 126-128

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 strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	

<i>Integration of Knowledge and Ideas</i>	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	
8. (Not applicable to literature)	
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	
<i>Range and Level of Text Complexity</i>	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	
Reading Standards for Informational Text 6–12 The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<i>Key Ideas and Details</i>	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE: 7-9, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128

<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 7-9, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p><i>Passages and Passage Questions</i> can be used to meet standard, e.g., SE: 7-9, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>SE: 7-9, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	
<p>6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	
Range and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	SE: 7-8, 17-18, 28-29, 38-39, 50-51, 59-60, 69-70, 79-80, 92-93, 102-103, 111-112, 121-122, 132-133, 142-143, 151-152, 175-176, 184-185, 194-195, 204-205 TE: 76-78, 80-82, 114-116, 118-120, 122-124, 126-128
College and Career Readiness 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> 2-3, 8-9, 12-13, 18-19, 23-24, 29-30, 33-34, 39-40, 44-45, 51-52, 54-55, 60-61, 63-64, 70-71, 80-81, 86-87, 93-94, 96-97, 103-14, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 143-144, 146-147, 153, 156-157, 163-164, 169-170, 176-177, 179-180, 185-186, 195-196, 205-206

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> 2-3, 8-9, 12-13, 18-19, 23-24, 29-30, 33-34, 39-40, 44-45, 51-52, 54-55, 60-61, 63-64, 70-71, 80-81, 86-87, 93-94, 96-97, 103-14, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 143-144, 146-147, 153, 156-157, 163-164, 169-170, 176-177, 179-180, 185-186, 195-196, 205-206
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> 2-3, 8-9, 12-13, 18-19, 23-24, 29-30, 33-34, 39-40, 44-45, 51-52, 54-55, 60-61, 63-64, 70-71, 80-81, 86-87, 93-94, 96-97, 103-14, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 143-144, 146-147, 153, 156-157, 163-164, 169-170, 176-177, 179-180, 185-186, 195-196, 205-206

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.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<i>Text Types and Purposes</i>	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns	
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	

e. Provide a concluding statement or section that follows from and supports the argument presented.	
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	

f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	
e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	

<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> 2-3, 8-9, 12-13, 18-19, 23-24, 29-30, 33-34, 39-40, 44-45, 51-52, 54-55, 60-61, 63-64, 70-71, 80-81, 86-87, 93-94, 96-97, 103-14, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 143-144, 146-147, 153, 156-157, 163-164, 169-170, 176-177, 179-180, 185-186, 195-196, 205-206
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	
<i>Research to Build Knowledge</i>	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	

<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	
<p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	
<p>Range of Writing</p>	
<p>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.</p>	<p>SE: <i>Writing Exercises:</i> 2-3, 8-9, 12-13, 18-19, 23-24, 29-30, 33-34, 39-40, 44-45, 51-52, 54-55, 60-61, 63-64, 70-71, 80-81, 86-87, 93-94, 96-97, 103-14, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 143-144, 146-147, 153, 156-157, 163-164, 169-170, 176-177, 179-180, 185-186, 195-196, 205-206</p>

College and Career Readiness 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.

<i>Comprehension and Collaboration</i>	
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>Understanding Meanings</i> , <i>Word Study</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Understanding Meanings</i> : 2-3, 12-13, 23-24, 33-34, 44-45, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i> : 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i> : 42, 82-84, 124, 164-167, 207
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SE: 7-9, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
<i>Presentation of Knowledge and Ideas</i>	
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.	

<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings</i>: 2-3, 12-13, 23-24, 33-34, 44-45, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i>: 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i>: 42, 82-84, 124, 164-167, 207</p>
<p>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. <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> The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	
<p><i>Comprehension and Collaboration</i></p>	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings</i>: 2-3, 12-13, 23-24, 33-34, 44-45, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i>: 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i>: 42, 82-84, 124, 164-167, 207</p>

<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings</i>: 2-3, 12-13, 23-24, 33-34, 44-45, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i>: 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i>: 42, 82-84, 124, 164-167, 207</p>
<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings</i>: 2-3, 12-13, 23-24, 33-34, 44-45, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i>: 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i>: 42, 82-84, 124, 164-167, 207</p>
<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings</i>: 2-3, 12-13, 23-24, 33-34, 44-45, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i>: 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i>: 42, 82-84, 124, 164-167, 207</p>
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SE: 7-9, 17-19, 28-30, 38-40, 50-52, 59-61, 69-71, 79-81, 92-94, 102-104, 111-113, 121-123, 132-134, 142-144, 151-153, 162-164, 175-177, 184-186, 194-196, 204-206 TE: 2-15, 20-39, 42-43, 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p></p>

<i>Presentation of Knowledge and Ideas</i>	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	Class discussions are utilized during <i>Understanding Meanings</i> , <i>Word Study</i> and <i>Review Puzzle Exercises</i> , e.g., SE: <i>Understanding Meanings</i> : 2-3, 12-13, 23-24, 33-34, 44-45, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i> : 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i> : 42, 82-84, 124, 164-167, 207

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.

<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings</i>: 2-3, 12-13, 23-24, 33-34, 44-45, 54-55, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i>: 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i>: 42, 82-84, 124, 164-167, 207 SE: <i>Writing Exercises</i>: 2-3, 8-9, 12-13, 18-19, 23-24, 29-30, 33-34, 39-40, 44-45, 51-52, 54-55, 60-61, 63-64, 70-71, 80-81, 86-87, 93-94, 96-97, 103-14, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 143-144, 146-147, 153, 156-157, 163-164, 169-170, 176-177, 179-180, 185-186, 195-196, 205-206</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SE: <i>Writing Exercises</i>: 2-3, 8-9, 12-13, 18-19, 23-24, 29-30, 33-34, 39-40, 44-45, 51-52, 54-55, 60-61, 63-64, 70-71, 80-81, 86-87, 93-94, 96-97, 103-14, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 143-144, 146-147, 153, 156-157, 163-164, 169-170, 176-177, 179-180, 185-186, 195-196, 205-206</p>

Knowledge of Language	
<p>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.</p>	<p>Class discussions are utilized during <i>Understanding Meanings</i>, <i>Word Study</i> and <i>Review Puzzle Exercises</i>, e.g., SE: <i>Understanding Meanings</i>: 2-3, 12-13, 23-24, 33-34, 44-45, 54-55, 63-64, 73-74, 86-87, 96-97, 106-107, 115-116, 126-127, 136-137, 146-147, 156-157, 163-164, 169-170, 179-180, 188-189, 199-200; <i>Word Study</i>: 5, 15, 26, 39, 47-48, 58, 66-67, 76-77, 89-90, 99-100, 109, 118, 129-130, 139-140, 149, 159, 172-173, 182-183, 191-192, 202; <i>Review Puzzles</i>: 42, 82-84, 124, 164-167, 207 <i>Passage Readings</i>: SE: 7-8, 17-18, 28-29, 38-39, 50-51, 59-60, 69-70, 79-80, 92-93, 102-103, 111-112, 121-122, 132-133, 142-143, 151-152, 175-176, 184-185, 194-195, 204-205 TE: 76-78, 80-82, 114-116, 118-120, 122-124, 126-128</p>
Vocabulary Acquisition and Use	
<p>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.</p>	<p>SE: 1-7, 10-17, 21-28, 32-38, 43-50, 53-59, 62-69, 72-79, 85-92, 95-102, 105-111, 114-121, 125-132, 135-142, 145-151, 155-162, 168-175, 178-184, 187-194, 197-204 TE: 2-15</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SE: 9, 20, 26, 57, 61, 66, 89-90, 109, 118, 149, 182, 202</p>
<p>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.</p>	<p>SE: <i>Word Lists</i>: 1-2, 10-11, 21-22, 32-33, 43-44, 53-54, 62-63, 72-73, 85-86, 95-96, 105-106, 114-115, 125-126, 135-136, 145-146, 155-156, 162-163, 168-169, 178-179, 187-189, 197-198</p>

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. *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.* 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.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<i>Conventions in Writing and Speaking</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Use parallel structure.*	
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	
b. Use a colon to introduce a list or quotation.	
c. Spell correctly.	SE: <i>Writing Exercises:</i> 2-3, 8-9, 12-13, 18-19, 23-24, 29-30, 33-34, 39-40, 44-45, 51-52, 54-55, 60-61, 63-64, 70-71, 80-81, 86-87, 93-94, 96-97, 103-14, 112-113, 115-116, 122-123, 126-127, 133-134, 136-137, 143-144, 146-147, 153, 156-157, 163-164, 169-170, 176-177, 179-180, 185-186, 195-196, 205-206

<i>Knowledge of Language</i>	
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.	
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	
<i>Vocabulary Acquisition and Use</i>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Can use <i>Using Words</i> activities to reinforce context, e.g., SE: 4-5, 13-14, 24-25, 35, 46-47, 56-57, 65-66, 75-76, 88-89, 98-99, 108-109, 117, 128-129, 138-139, 148, 158-159, 171-171, 181, 190-191, 200-201 TE: 2-15
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	SE: 52, 164, 202
c. 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, its part of speech, or its etymology.	SE: <i>Word Lists:</i> 1-2, 10-11, 21-22, 32-33, 43-44, 53-54, 62-63, 72-73, 85-86, 95-96, 105-106, 114-115, 125-126, 135-136, 145-146, 155-156, 162-163, 168-169, 178-179, 187-189, 197-198

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).	SE: <i>Word Lists:</i> 1-2, 10-11, 21-22, 32-33, 43-44, 53-54, 62-63, 72-73, 85-86, 95-96, 105-106, 114-115, 125-126, 135-136, 145-146, 155-156, 162-163, 168-169, 178-179, 187-189, 197-198
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	
b. Analyze nuances in the meaning of words with similar denotations.	SE: 9, 26, 57, 61, 89, 109, 149, 182
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE: <i>Word Lists:</i> 1-2, 10-11, 21-22, 32-33, 43-44, 53-54, 62-63, 72-73, 85-86, 95-96, 105-106, 114-115, 125-126, 135-136, 145-146, 155-156, 162-163, 168-169, 178-179, 187-189, 197-198