



*Literacy and Intervention*

## COMMON CORE STATE STANDARDS

# VOCABULARY FROM CLASSICAL ROOTS

**Strategic Vocabulary Instruction through  
Greek and Latin Roots**

Grades 4–11

RTI



## Common Core State Standards

### Correlated to the Common Core State Standards for English Language Arts, Grades 4-11.

The following pages contain references from components in the *Vocabulary from Classical Roots*<sup>®</sup> program that align to the Common Core State Standards for English Language Arts in grades 4-11. The program provides strategic vocabulary instruction through Greek and Latin roots. As a targeted instructional program, *Vocabulary from Classical Roots* supports some strands of the English Language Arts standards for Common Core, specifically Writing, Speaking and Listening and Language. This correlation is intended to illustrate the program's approach to these standards.

For the purposes of this correlation, the following abbreviations apply:

CCSS = Common Core State Standards; TG – Teacher's Guide; SB = Student Book; N/A = Not Applicable.

## **Vocabulary from Classical Roots: Correlated to CCSS for English Language Arts in Grade 4**

CCSS = Common Core State Standards; TG – Teacher’s Guide;  
SB = Student Book; N/A = Not Applicable.

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
<b>Text Types and Purposes</b>		
<b>W.4.1.</b>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol>	N/A
<b>W.4.2.</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the</li> </ol>	N/A

	<p>topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>d. Provide a concluding statement or section related to the information or explanation presented.</p>	
<b>W.4.3.</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	N/A
<b>Production and Distribution of Writing</b>		
<b>W.4.4.</b>	Produce clear and coherent writing in which the development and organization are appropriate to	<p><b>TG:</b> p. 5, 9, 13, 21, 25, 29, 37, 41, 52, 56, 60</p> <p><b>SB:</b> p. 5, 9, 13, 21, 25, 29, 37, 41, 52, 56, 60</p>

	task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
<b>W.4.5.</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	N/A
<b>W.4.6.</b>	With some guidance and support from adults, 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 one page in a single sitting.	N/A
<b>Research to Build and Present Knowledge</b>		
<b>W.4.7.</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	N/A
<b>W.4.8.</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	N/A
<b>W.4.9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ul>	N/A

Range of Writing		
<b>W.4.10.</b>	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.	<b>TG:</b> p. 5, 9, 13, 21, 25, 29, 37, 41, 52, 56, 60 <b>SB:</b> p. 5, 9, 13, 21, 25, 29, 37, 41, 52, 56, 60

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
<b>Comprehension and Collaboration</b>		
<b>SL.4.1.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</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 and other information known about the topic to explore ideas under discussion.	<b>TG:</b> p. 4, 8, 12-13, 20, 24, 28, 36
<b>SL.4.1.</b>	b. Follow agreed-upon rules for discussions and carry out assigned roles.	N/A
<b>SL.4.1.</b>	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	N/A
<b>SL.4.1.</b>	d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	N/A

<b>SL.4.2.</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>TG:</b> p. 4, 8, 12-13, 20, 24, 28, 36
<b>SL.4.3.</b>	Identify the reasons and evidence a speaker provides to support particular points.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.4.4.</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	N/A
<b>SL.4.5.</b>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	N/A
<b>SL.4.6.</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	<b>TG:</b> p. 4, 8, 12-13, 20, 24, 28, 36

CCSS REFERENCE	LANGUAGE	Vocabulary from Classical Roots
<b>Conventions of Standard English</b>		
<b>L.4.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).	<b>TG:</b> p. 4, 8, 12-13, 20, 24, 28, 36
<b>L.4.1.</b>	b. Form and use the progressive (e.g., <i>I was</i>	N/A

	<p><i>walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</p>	
<b>L.4.2.</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	N/A
<b>Knowledge of Language</b>		
<b>L.4.3.</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p>	<b>TG:</b> p. 4, 8, 12-13, 20, 24, 28, 36
<b>L.4.3.</b>	b. Choose punctuation for effect.*	N/A
<b>L.4.3.</b>	c. Differentiate between contexts that call for formal English (e.g., presenting ideas)	<b>TG:</b> p. 4, 8, 12-13, 20, 24, 28, 36



	and situations where informal discourse is appropriate (e.g., small-group discussion).	
<b>Vocabulary Acquisition and Use</b>		
<b>L.4.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	<b>TG:</b> p. 5, 9, 13, 21, 29, 36, 41 <b>SB:</b> p. 9, 14, 22, 27, 32, 40, 45
<b>L.4.4.</b>	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> ).	<b>TG:</b> p. 3, 7, 11, 19-20, 23-24, 27-28, 35 <b>SB:</b> p. 2-3, 7-8, 12-13, 20-21, 25-26, 30-31, 38-39
<b>L.4.4.</b>	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>TG:</b> p. 34, 38, 42, 49, 53, 57, 26 <b>SB:</b> p. 30-31, 38-39, 43-44, 48-49, 56-57, 60-61, 66-67
<b>L.4.5.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	N/A
<b>L.4.5.</b>	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>TG:</b> p. 42
<b>L.4.5.</b>	c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<b>TG:</b> p. 5, 9, 13, 21, 25, 29, <b>SB:</b> p. 4, 9, 14, 22, 27, 32, 40
<b>L.4.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and	<b>TG:</b> p. 3, 7, 11, 19-20, 23-24, 27-28, 35 <b>SB:</b> p. 2-3, 7-8, 12-13, 20-21, 25-26, 30-31, 38-39

	phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	
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## Vocabulary from Classical Roots: Correlated to CCSS for English Language Arts in Grade 5

CCSS = Common Core State Standards; TG = Teacher's Guide;  
SB = Student Book; N/A = Not Applicable.

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Text Types and Purposes</b>	
<b>W.5.1.</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	N/A
<b>W.5.1.</b>	b. Provide logically ordered reasons that are supported by facts and details.	N/A
<b>W.5.1.</b>	c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	N/A
<b>W.5.1.</b>	d. Provide a concluding statement or section related to the opinion presented.	N/A
<b>W.5.2.</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71
<b>W.5.2.</b>	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
W.5.2.	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	TG: p. 16, 32, 47, 62 SB: p. 16, 35, 52, 71
W.5.2.	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG: p. 16, 32, 47, 62 SB: p. 16, 35, 52, 71
W.5.2.	e. Provide a concluding statement or section related to the information or explanation presented.	TG: p. 16, 32, 47, 62 SB: p. 16, 35, 52, 71
W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG: p. 16, 32, 47, 62 SB: p. 16, 35, 52, 71
W.5.3.	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	TG: p. 16, 32, 47, 62 SB: p. 16, 35, 52, 71
W.5.3.	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TG: p. 16, 32, 47, 62 SB: p. 16, 35, 52, 71
W.5.3.	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG: p. 16, 32, 47, 62 SB: p. 16, 35, 52, 71
W.5.3.	e. Provide a conclusion that follows from the narrated experiences or events.	TG: p. 16, 32, 47, 62 SB: p. 16, 35, 52, 71
<b>Production and Distribution of Writing</b>		
W.5.4.	Provide a conclusion that follows from the narrated	TG: p. 16, 32, 47, 62

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	experiences or events.	<b>SB:</b> p. 16, 35, 52, 71
<b>W.5.5.</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	N/A
<b>W.5.6.</b>	With some guidance and support from adults, 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 two pages in a single sitting.	N/A
<b>Research to Build and Present Knowledge</b>		
<b>W.5.7.</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	N/A
<b>W.5.8.</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	N/A
<b>W.5.9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	N/A
<b>W.5.9.</b>	b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	
<b>Range of Writing</b>		
<b>W.5.10.</b>	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.	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
<b>Comprehension and Collaboration</b>		
<b>SL.5.1.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> </ul>	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71
<b>SL.5.1.</b>	<ul style="list-style-type: none"> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> </ul>	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71
<b>SL.5.1.</b>	<ul style="list-style-type: none"> <li>c. Pose and respond to specific questions by making comments that contribute to</li> </ul>	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	the discussion and elaborate on the remarks of others.	
<b>SL.5.1.</b>	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71
<b>SL.5.2.</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71
<b>SL.5.3.</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.5.4.</b>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71
<b>SL.5.5.</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	N/A
<b>SL.5.6.</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
<b>Conventions of Standard English</b>		
L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> </ol>	N/A
L.5.1.	<ol style="list-style-type: none"> <li value="2">b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> </ol>	N/A
L.5.1.	<ol style="list-style-type: none"> <li value="3">c. Use verb tense to convey various times, sequences, states, and conditions.</li> </ol>	N/A
L.5.1.	<ol style="list-style-type: none"> <li value="4">d. Recognize and correct inappropriate shifts in verb tense.*</li> </ol>	N/A
L.5.1.	<ol style="list-style-type: none"> <li value="5">e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ol>	N/A
L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> </ol>	N/A
L.5.2.	<ol style="list-style-type: none"> <li value="2">b. Use a comma to separate an introductory element from the rest of the sentence.</li> </ol>	N/A
L.5.2.	<ol style="list-style-type: none"> <li value="3">c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> </ol>	N/A



CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
L.5.2.	d. Use underlining, quotation marks, or italics to indicate titles of works.	N/A
L.5.2.	e. Spell grade-appropriate words correctly, consulting references as needed.	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71
<b>Knowledge of Language</b>		
L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>TG:</b> p. 16, 32, 47, 62 <b>SB:</b> p. 16, 35, 52, 71
L.5.3.	b. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i> ) used in stories, dramas, or poems.	N/A
<b>Vocabulary Acquisition and Use</b>		
L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>TG:</b> p. 8, 12, 20, 24, 28, 36, 43 <b>SB:</b> p. 3, 12, 20, 25, 29, 39, 47
L.5.4.	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	<b>TG:</b> p. 22-23, 26-27, 34-35, 38, 41, 49, 53 <b>SB:</b> p. 22-24, 26-27, 36-38, 40-42, 44-46, 54-55, 58-60
L.5.4.	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses),	<b>TG:</b> p. 17, 21, 25, 33, 37, 40, 48 <b>SB:</b> p. 22-24, 27-28, 36-38, 40-42, 44-46, 54-55,

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	58-60
<b>L.5.5.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	N/A
<b>L.5.5.</b>	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	N/A
<b>L.5.5.</b>	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>TG:</b> p. 4, 8, 12, 20, 24, 28, 39 <b>SB:</b> p. 3, 7, 11, 20, 24, 38, 42
<b>L.5.6.</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	<b>TG:</b> p. 10, 18, 22, 26, 34, 38, 49 <b>SB:</b> p. 5-7, 9-10, 18-20, 22-24, 26-27, 36-38, 40-41

## **Vocabulary from Classical Roots: Correlated to CCSS for English Language Arts in Grade 6**

CCSS = Common Core State Standards; TG = Teacher’s Guide;  
SB = Student Book; N/A = Not Applicable.

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Text Types and Purposes</b>	
<b>W.6.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	N/A
<b>W.6.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><b>TG:</b> p. 16, 32, 46, 62 <b>SB:</b> p. 19, 39, 59, 77</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	
<b>W.6.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing</p>	<p><b>TG:</b> p. 16, 32, 46, 62  <b>SB:</b> p. 19, 39, 59, 77</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	
<b>Production and Distribution of Writing</b>		
<b>W.6.4</b>	<p>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.)</p>	<p><b>TG:</b> p. 16, 32, 46, 62  <b>SB:</b> p. 19, 39, 59, 77</p>
<b>W.6.5</b>	<p>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.)</p>	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
<b>W.6.6</b>	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.	N/A
<b>Research to Build and Present Knowledge</b>		
<b>W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	N/A
<b>W.6.8</b>	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.	N/A
<b>W.6.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards 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”).</p> <p>b. Apply grade 6 Reading standards 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</p>	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	not”).	
<b>W.6.10</b>	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.	<b>TG:</b> p. 16, 32, 46, 62 <b>SB:</b> p. 19, 39, 59, 77

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Comprehension and Collaboration</b>	
<b>SL.6.1</b>	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	<b>TG:</b> p. 16, 32, 46, 62 <b>SB:</b> p. 19, 39, 59, 77

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	<p>that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	
<b>SL.6.2</b>	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.	N/A
<b>SL.6.3</b>	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.6.4</b>	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.	N/A
<b>SL.6.5</b>	Include multimedia components (e.g. graphics, images, music, sound) and visual displays in	N/A



CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	presentations to clarify information.	
<b>SL.6.6</b>	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.)	<b>TG:</b> p. 16, 32, 46, 62 <b>SB:</b> p. 19, 39, 59, 77

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	<b>Conventions of Standard English</b>	
<b>L.6.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and</p>	<b>TG:</b> p. 16, 32, 46, 62 <b>SB:</b> p. 19, 39, 59, 77

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	speaking, and identify and use strategies to improve expression in conventional language.*	
<b>L.6.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p><b>TG:</b> p. 16, 32, 46, 62  <b>SB:</b> p. 19, 39, 59, 77</p>
<b>Knowledge of Language</b>		
<b>L.6.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p><b>TG:</b> p. 16, 32, 46, 62  <b>SB:</b> p. 19, 39, 59, 77</p>
<b>Vocabulary and Acquisition Use</b>		
<b>L.6.4</b>	<p>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> <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</p>	<p><b>TG:</b> p. 2, 6, 10, 18, 22, 25-26, 34  <b>SB:</b> p. 1-4, 6-9, 11-14, 21-24, 26-29, 32-34, 41-44</p>

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	<p>a word or phrase.</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>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>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>	
<b>L.6.5</b>	<p>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>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p><b>TG:</b> p. 2, 6, 10, 18, 22, 34, 37  <b>SB:</b> p. 1-3, 6-8, 11-13, 21-23, 26-28, 32-33, 41-43, 47-48</p>
<b>L.6.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge</p>	<p><b>TG:</b> p. 25-26, 34, 37, 41, 48, 52, 56-57  <b>SB:</b> p. 32-33, 41-43, 47-49, 51-54, 61-63, 65-67, 70-71</p>

<b>CCSS REFERENCE</b>	<b>LANGUAGE</b>	<b>VOCABULARY FROM CLASSICAL ROOTS</b>
	when considering a word or phrase important to comprehension or expression.	

## Vocabulary from Classical Roots: Correlated to CCSS for English Language Arts in Grade 7

CCSS = Common Core State Standards; TG = Teacher’s Guide;  
SB = Student Book; N/A = Not Applicable.

NOTE: ALL CORRELATIONS FOR GRADE 7 ARE BASED ON “BOOK A”

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Text Types and Purposes</b>	
<b>W.7.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	N/A
<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and</p>	<p><b>TG:</b> p. 9, 17, 27, 36, 49, 61, 72, 84 <b>SB:</b> p. 15, 26, 37, 48, 64, 76, 88, 99</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and</p>	<p><b>TG:</b> 9, 36, 49, 61, 84  <b>SB:</b> 15, 48, 64, 76, 99</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<b>Production and Distribution of Writing</b>		
<b>W.7.4</b>	<p>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.)</p>	<p><b>TG:</b> p. 9, 17, 27, 36, 49, 61, 72, 84  <b>SB:</b> p. 15, 26, 37, 48, 64, 76, 88, 99</p>
<b>W.7.5</b>	<p>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 audiences have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>	N/A
<b>W.7.6</b>	<p>Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	N/A
<b>Research to Build and Present Knowledge</b>		
<b>W.7.7</b>	<p>Conduct short research projects to answer a</p>	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
<b>W.7.8</b>	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.	N/A
<b>W.7.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	N/A
<b>Range of Writing</b>		
<b>W.7.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter	<b>TG:</b> p. 9, 17, 27, 36, 49, 61, 72, 84 <b>SB:</b> p. 15, 26, 37, 48, 64, 76, 88, 99



CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
<b>Comprehension and Collaboration</b>		
<b>SL.7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>TG:</b> p. 9, 17, 27, 36, 49, 61, 72, 84 <b>SB:</b> p. 15, 26, 37, 48, 64, 76, 88, 99
<b>SL.7.2</b>	Analyze the main ideas and supporting details	N/A

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
<b>SL.7.3</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SI.7.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	N/A
<b>SL.7.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	N/A
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	<b>TG:</b> p. 9, 17, 27, 36, 49, 61, 72, 84 <b>SB:</b> p. 15, 26, 37, 48, 64, 76, 88, 99

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
<b>Conventions of Standard English</b>		
<b>L.7.1</b>	Demonstrate command of the conventions of	<b>TG:</b> p. 9, 17, 27, 36, 49, 61, 72, 84

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	<p>standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p><b>SB:</b> p. 15, 26, 37, 48, 64, 76, 88, 99</p>
<b>L.7.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>	<p><b>TG:</b> p. 9, 17, 27, 36, 49, 61, 72, 84  <b>SB:</b> p. 15, 26, 37, 48, 64, 76, 88, 99</p>
<b>Knowledge of Language</b>		
<b>L.7.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p><b>TG:</b> p. 9, 17, 27, 36, 49, 61, 72, 84  <b>SB:</b> p. 15, 26, 37, 48, 64, 76, 88, 99</p>
<b>Vocabulary and Acquisition Use</b>		
<b>L.7.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a</p>	<p><b>TG:</b> p. 3, 7-8, 16, 21, 25, 30, 34  <b>SB:</b> p. 3-6, 9-12, 16-19, 21-23, 27-30, 32-34, 38-40</p>

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	<p>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>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>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 or its part of speech.</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>	
<b>L.7.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><b>TG:</b> p. 3, 7, 12, 16, 21, 25, 30  <b>SB:</b> p. 3-6, 9-12, 16-19, 21-24, 27-30, 32-34. 38-41</p>
<b>L.7.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and</p>	<p><b>TG:</b> p. 41, 46, 53, 58, 65, 69-70, 76  <b>SB:</b> p. 43-45, 52-55, 58-60, 65-68, 70-72, 77-80,</p>

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	82-85

## **Vocabulary from Classical Roots: Correlated to CCSS for English Language Arts in Grade 8**

CCSS = Common Core State Standards; TG = Teacher’s Guide;  
SB = Student Book; N/A = Not Applicable.

NOTE: ALL CORRELATIONS FOR GRADE 8 ARE BASED ON “BOOK B”

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Text Types and Purposes</b>	
<b>W.8.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	N/A
<b>W.8.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p><b>TG:</b> p. 14, 26, 37, 48, 57, 66, 76, 85 <b>SB:</b> p. 16, 28, 41, 52-53, 68, 80, 91, 103</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>a. 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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<b>W.8.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases,</p>	<p><b>TG:</b> p. 14, 37, 48, 57, 66, 85  <b>SB:</b> p. 16, 41, 52-53, 68, 80, 103</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<b>Production and Distribution of Writing</b>		
<b>W.8.4</b>	<p>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.)</p>	<p><b>TG:</b> p. 14, 26, 37, 48, 57, 66, 76, 85  <b>SB:</b> p. 16, 28, 41, 52-53, 68, 80, 91, 103</p>
<b>W.8.5</b>	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p>	N/A
<b>W.8.6</b>	<p>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.</p>	N/A



CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
<b>Research to Build and Present Knowledge</b>		
<b>W.8.7</b>	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.	N/A
<b>W.8.8</b>	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.	N/A
<b>W.8.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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”). b. 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”).	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Range of Writing</b>	
<b>W.8.10</b>	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.	<b>TG:</b> p. 14, 26, 37, 48, 57, 66, 76, 85 <b>SB:</b> p. 16, 28, 41, 52-53, 68, 80, 91, 103

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Comprehension and Collaboration</b>	
<b>SL.8.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	<b>TG:</b> p. 14, 26, 37, 48, 57, 66, 76, 85 <b>SB:</b> p. 16, 28, 41, 52-53, 68, 80, 91, 103

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
<b>SL.8.2</b>	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.	N/A
<b>SL.8.3</b>	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.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.8.4</b>	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.	N/A
<b>SL.8.5</b>	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	N/A
<b>SL.8.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	<b>TG:</b> p. 14, 26, 37, 48, 57, 66, 76, 85 <b>SB:</b> p. 16, 28, 41, 52-53, 68, 80, 91, 103

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
<b>Conventions of Standard English</b>		
<b>L.8.1</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.*</p>	<p><b>TG:</b> p. 14, 26, 37, 48, 57, 66, 76, 85  <b>SB:</b> p. 16, 28, 41, 52-53, 68, 80, 91, 103</p>
<b>L.8.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	<p><b>TG:</b> p. 14, 26, 37, 48, 57, 66, 76, 85  <b>SB:</b> p. 16, 28, 41, 52-53, 68, 80, 91, 103</p>
<b>Knowledge of Language</b>		
<b>L.8.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. 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 or describing a state contrary to fact).</p>	<p><b>TG:</b> p. 14, 26, 37, 48, 57, 66, 76, 85  <b>SB:</b> p. 16, 28, 41, 52-53, 68, 80, 91, 103</p>

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
<b>Vocabulary Acquisition and Use</b>		
<b>L.8.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p>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 or its part of speech.</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><b>TG:</b> p. 25, 31, 36, 41-42, 46-47, 52, 56  <b>SB:</b> p. 23-25, 29-32, 35-37, 42-45, 47-50, 58-60, 63-65</p>
<b>L.8.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations</p>	<p><b>TG:</b> p. 6, 13, 20, 25, 31, 36, 41-42  <b>SE:</b> p. 4-6, 9-11, 17-19, 23- 25, 29-31, 35-37, 42-44</p>

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	(definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i> ).	
<b>L.8.6</b>	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.	<b>TG:</b> p. 6, 13, 20, 25, 31, 36, 41-42 <b>SE:</b> p. 4-6, 9-11, 17-19, 23- 25, 29-31, 35-37, 42-44

## ***Vocabulary from Classical Roots: Correlated to CCSS for English Language Arts in Grades 9 & 10***

CCSS = Common Core State Standards; TG = Teacher's Guide;  
SB = Student Book; N/A = Not Applicable.

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Text Types and Purposes</b>	
<b>W.9-10.1</b>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>d) Establish and maintain a formal style and objective tone while attending to the norms</li> </ul>	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>and conventions of the discipline in which they are writing.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<b>W.9-10.2</b>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p><b>TG:</b> Book C: p. 10, 20, 29, 39, 50, 59, 70, 80  <b>SB:</b> Book C: p. 16, 31, 44, 57, 75, 90, 102, 121</p> <p><b>TG:</b> Book D: p. 12, 28, 41, 53, 69, 83, 99, 113  <b>SB:</b> Book D: p. 19, 37, 55, 73, 96, 115-116, 136, 155-156.</p>



CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<ul style="list-style-type: none"> <li>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.</li> <li>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).</li> </ul>	
<b>W.9-10.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul>	<p><b>TG:</b> Book C: p. 10, 20, 29, 39, 50, 59, 70, 80  <b>SB:</b> Book C: p. 16, 30-31, 44, 57, 75, 90, 106, 121</p> <p><b>TG:</b> Book D: p. 12, 28, 41, 53, 69, 83, 99, 113  <b>SB:</b> Book D: p. 19, 37, 55, 73, 96, 115-116, 136, 155-156</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
<b>Production and Distribution of Writing</b>		
<b>W.9-10.4</b>	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.)	<b>TG:</b> Book C: p. 10, 20, 29, 39, 50, 59, 70, 80 <b>SB:</b> Book C: p. 16, 30-31, 44, 57, 75, 90, 106, 121  <b>TG:</b> Book D: p. 12, 28, 41, 53, 69, 83, 99, 113 <b>SB:</b> Book D: p. 19, 37, 55, 73, 96, 115-116, 136, 155-156
<b>W.9-10.5</b>	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.	N/A
<b>W.9-10.6</b>	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.	N/A
<b>Research to Build and Present Knowledge</b>		
<b>W.9-10.7</b>	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	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	under investigation.	
<b>W.9-10.8</b>	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.	N/A
<b>W.9-10.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply grades 9–10 Reading standards 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 grades 9–10 Reading standards 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>	N/A
<b>Range of Writing</b>		
<b>W.9-10.10</b>	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><b>TG:</b> Book C: p. 10, 20, 29, 39, 50, 59, 70, 80</p> <p><b>SB:</b> Book C: p. 16, 31, 44, 57, 75, 90, 106, 121</p> <p><b>TG:</b> Book D: p. 12, 28, 41, 53, 69, 83, 99, 113</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
		<b>SB:</b> Book D: p. 19, 37, 55, 73, 96, 115-116, 136, 155-156

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Comprehension and Collaboration</b>	
<b>SL.9-10.1</b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively..</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or</li> </ul>	<p><b>TG:</b> Book C: p. 10, 20, 29, 39, 50, 59, 70, 80  <b>SB:</b> Book C: p. 16, 31, 44, 57, 75, 90, 106, 121</p> <p><b>TG:</b> Book D: p. 12, 28, 41, 53, 69, 83, 99, 113  <b>SB:</b> Book D: p. 19, 37, 55, 73, 96, 115-116, 136, 155-156</p>

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	<p>larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</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>	
<b>SL.9-10.2</b>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	N/A
<b>SL.9-10.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	N/A
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.9-10.4</b>	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.	<p><b>TG:</b> Book C: p. 10, 20, 29, 39, 50, 59, 70, 80  <b>SB:</b> Book C: p. 16, 31, 44, 57, 75, 90, 106, 121</p> <p><b>TG:</b> Book D: p. 12, 28, 41, 53, 69, 83, 99, 113  <b>SB:</b> Book D: p. 19, 37, 55, 73, 96, 115-116, 136, 155-156.</p>
<b>SL.9-10.5</b>	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.	N/A

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>TG:</b> Book C: p. 10, 20, 29, 39, 50, 59, 70, 80 <b>SB:</b> Book C: p. 16, 31, 44, 57, 75, 90, 106, 121  <b>TG:</b> Book D: p. 12, 28, 41, 53, 69, 83, 99, 113 <b>SB:</b> Book D: p. 19, 37, 55, 73, 96, 115-116, 136, 155-156.

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
<b>Conventions of Standard English</b>		
<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a) Use parallel structure.*</li> <li>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.</li> </ul>	<b>TG:</b> Book C: p. 10, 20, 29, 39, 50, 59, 70, 80 <b>SB:</b> Book C: p. 16, 31, 44, 57, 75, 90, 106, 121  <b>TG:</b> Book D: p. 12, 28, 41, 53, 69, 83, 99, 113 <b>SB:</b> Book D: p. 19, 37, 55, 73, 96, 115-116, 136, 155-156
<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> </ul>	<b>TG:</b> Book C: p. 10, 20, 29, 39, 50, 59, 70, 80 <b>SB:</b> Book C: p. 16, 31, 44, 57, 75, 90, 106, 121  <b>TG:</b> Book D: p. 12, 28, 41, 53, 69, 83, 99, 113 <b>SB:</b> Book D: p. 19, 37, 55, 73, 96, 115-116, 136, 155-156

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	b) Use a colon to introduce a list or quotation. c) Spell correctly.	
<b>Knowledge of Language</b>		
<b>L.9-10.3</b>	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.	N/A
<b>Vocabulary Acquisition and Use</b>		
<b>L.9-10.4</b>	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. 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> ). c) Consult general and specialized reference materials (e.g., dictionaries, glossaries,	<b>TG:</b> Book C: p. 4, 8, 13, 18, 23, 27-28, 32 <b>SB:</b> Book C: p. 3-7, 10-12, 17-20, 23-26, 32-35, 38-40, 45-48  <b>TG:</b> Book D: p. 5, 10-11, 18, 26, 33-34, 39, 45-46 <b>SB:</b> Book D: p. 4-6, 10-13, 20-23, 28-31, 38-42, 46-50, 56-60

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>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>	
<b>L.9-10.5</b>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b) Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>TG:</b> Book C: p. 37-38, 44-45, 49, 54, 57, 63, 68  <b>SB:</b> Book C: p. 50-53, 62-65, 68-71, 76-79, 83-86, 91-95, 98-101</p> <p><b>TG:</b> Book D: p. 51-52, 60, 67-68, 74-75, 81, 89-97  <b>SB:</b> Book D: p. 64-67, 78-82, 86-90, 97-101, 106-109, 117-121, 125-128</p>
<b>L.9-10.6</b>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>TG:</b> Book C: p. 4, 8, 13, 18, 23, 27-28, 32  <b>SB:</b> Book C: p. 3-7, 10-12, 17-20, 23-26, 32-35, 38-40, 45-48</p> <p><b>TG:</b> Book D: p. 5, 10-11, 18, 26, 33-34, 39, 45-46  <b>SB:</b> Book D: p. 4-6, 10-13, 20-23, 28-31, 38-42, 46-50, 56-60</p>



**Vocabulary from Classical Roots: Correlated to CCSS for  
English Language Arts in Grades 11 & 12**

CCSS = Common Core State Standards; TG = Teacher's Guide;  
SB = Student Book; N/A = Not Applicable.

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<b>Text Types and Purposes</b>	
<b>W.11-12.1</b>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c) Use words, phrases, and clauses as well as varied syntax 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.</li> </ul>	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<ul style="list-style-type: none"> <li>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.</li> <li>e) Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	
<b>W.11-12.2</b>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the</li> </ul>	<p><b>TG:</b> Book E: p. 16, 29, 44, 60, 74, 87, 101, 114  <b>SG:</b> Book E: p. 20, 40, 61, 81, 102, 120, 137-138,155</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>relationships among complex ideas and concepts.</p> <p>d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	
<b>W.11-12.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop</p>	<p><b>TG:</b> Book E: p. 16, 44, 60, 74, 87, 114  <b>SB:</b> Book E: p. 20, 61, 81, 102, 120, 155</p>

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>experiences, events, and/or characters.</p> <p>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<b>Production and Distribution of Writing</b>		
<b>W.11-12.4</b>	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.)	<b>TG:</b> Book E: p. 16, 29, 44, 60, 74, 87, 101, 114 <b>SB:</b> Book E: p. 20, 40, 61, 81, 102, 120, 137-138,155
<b>W.11-12.5</b>	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.	N/A
<b>W.11-12.6</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	feedback, including new arguments or information.	
<b>Research to Build and Present Knowledge</b>		
<b>W.11-12.7</b>	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.	N/A
<b>W.11-12.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	N/A
<b>W.11-12.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat</p>	N/A

CCSS REFERENCE	WRITING	VOCABULARY FROM CLASSICAL ROOTS
	<p>similar themes or topics”).</p> <p>b) Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	
<b>Range of Writing</b>		
<b>W.11-12.10</b>	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	<b>TG:</b> Book E: p. 16, 29, 44, 60, 74, 87, 101, 114 <b>SB:</b> Book E: p. 20, 40, 61, 81, 102, 120, 137-138,155

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
<b>Comprehension and Collaboration</b>		
<b>SL.11-12.1</b>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, 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;</p>	<b>TG:</b> Book E: p. 16, 29, 44, 60, 74, 87, 101, 114 <b>SB:</b> Book E: p. 20, 40, 61, 81, 102, 120, 137-138,155

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	<p>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>b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	
<b>SL.11-12.2</b>	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the	N/A

CCSS REFERENCE	SPEAKING AND LISTENING	VOCABULARY FROM CLASSICAL ROOTS
	data.	
<b>SL.11-12.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<b>TG:</b> Book E: p. 16, 29, 44, 60, 74, 87, 101, 114 <b>SB:</b> Book E: p. 20, 40, 61, 81, 102, 120, 137-138,155
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.11-12.4</b>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<b>TG:</b> Book E: p. 16, 29, 44, 60, 74, 87, 101, 114 <b>SB:</b> Book E: p. 20, 40, 61, 81, 102, 120, 137-138,155
<b>SL.11-12.5</b>	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.	N/A
<b>SL.11-12.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<b>TG:</b> Book E: p. 16, 29, 44, 60, 74, 87, 101, 114 <b>SB:</b> Book E: p. 20, 40, 61, 81, 102, 120, 137-138,155

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
<b>Conventions of Standard English</b>		
<b>L.11-12.1</b>	Demonstrate command of the conventions of standard English grammar and usage when	<b>TG:</b> Book E: p. 16, 29, 44, 60, 74, 87, 101, 114 <b>SB:</b> Book E: p. 20, 40, 61, 81, 102, 120, 137-



CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	<p>writing or speaking.</p> <p>a) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b) Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	138,155
<b>L.11-12.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Observe hyphenation conventions.</p> <p>b) Spell correctly.</p>	<p><b>TG:</b> Book E: p. 16, 29, 44, 60, 74, 87, 101, 114</p> <p><b>SB:</b> Book E: p. 20, 40, 61, 81, 102, 120, 137-138,155</p>
<b>Knowledge of Language</b>		
<b>L.11-12.3</b>	<p>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>a) Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p><b>TG:</b> Book E: p. 6, 14, 20-21, 27-28, 34-35, 42-43, 50</p> <p><b>SB:</b> Book E: p. 2-5, 10-14, 21-25, 30-34, 41-45, 49-53, 62-66</p>
<b>Vocabulary Acquisition and Use</b>		
<b>L.11-12.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on</p>	<p><b>TG:</b> Book E: p. 58-59, 66, 72, 80, 85, 93, 99</p> <p><b>SB:</b> Book E: p. 71-75, 82-87, 92-96, 103-107,</p>

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
	<p>grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</li> <li>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, its etymology, or its standard usage.</li> <li>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).</li> </ul>	<p>111-115, 121-125, 129-132</p>
<p><b>L.11-12.5</b></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> <li>b) Analyze nuances in the meaning of words with similar denotations.</li> </ul>	<p><b>TG:</b> Book E: p. 6, 14, 20-21, 27-28, 34-35, 42-43, 50  <b>SB:</b> Book E: p. 2-5, 10-14, 21-25, 30-34, 41-45, 49-53, 62-66</p>

CCSS REFERENCE	LANGUAGE	VOCABULARY FROM CLASSICAL ROOTS
<b>L.11-12.6</b>	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.	<b>TG:</b> Book E: p. 58-59, 66, 72, 80, 85, 93, 99 <b>SB:</b> Book E: p. 71-75, 82-87, 92-96, 103-107, 111-115, 121-125, 129-132