



National Center and State Collaborative

Reading Instructional Families – Vocabulary Acquisition and Use

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The National Center and State Collaborative (NCSC) is applying the lessons learned from the past decade of research on alternate assessments based on alternate achievement standards (AA-AAS) to develop a multi-state comprehensive assessment system for students with significant cognitive disabilities. The project draws on a strong research base to develop an AA-AAS that is built from the ground up on powerful validity arguments linked to clear learning outcomes and defensible assessment results, to complement the work of the Race to the Top Common State Assessment Program (RTTA) consortia.

Our long-term goal is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. A well-designed summative assessment alone is insufficient to achieve that goal. Thus, NCSC is developing a full system intended to support educators, which includes formative assessment tools and strategies, professional development on appropriate interim uses of data for progress monitoring, and management systems to ease the burdens of administration and documentation. All partners share a commitment to the research-to-practice focus of the project and the development of a comprehensive model of curriculum, instruction, assessment, and supportive professional development. These supports will improve the alignment of the entire system and strengthen the validity of inferences of the system of assessments.



This work was developed as part of the National Center and State Collaborative and supported by a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). The contents do not necessarily represent the policy of the U.S. Department of Education, and no assumption of endorsement by the Federal government should be made.

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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Any changes to these materials are to be consistent with their intended purpose and use as defined by NCSC.

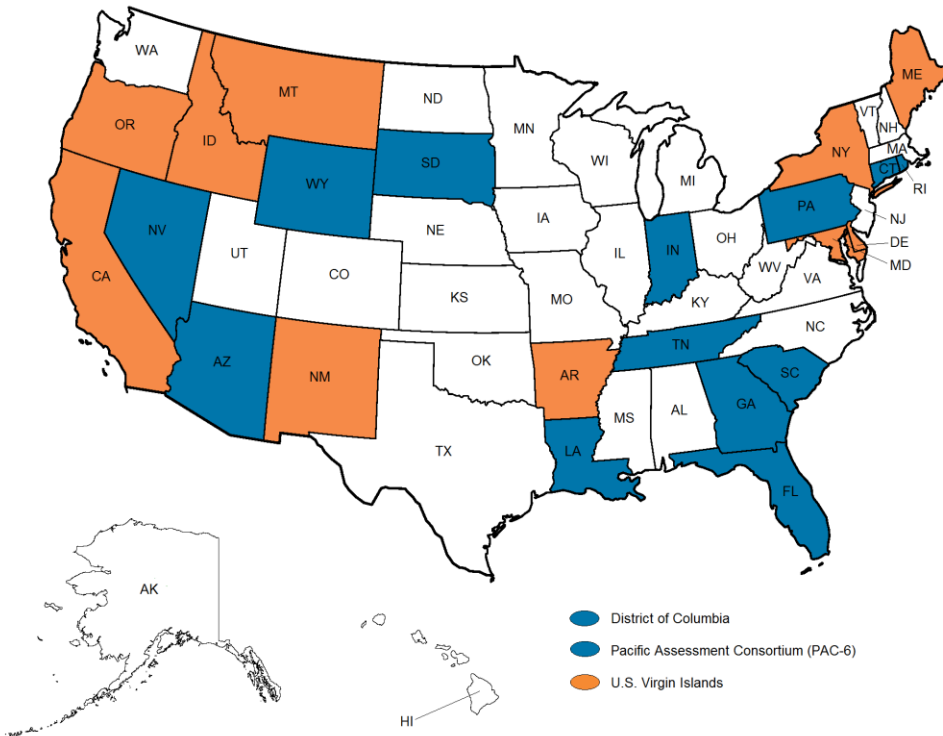
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NCSC is a collaborative of 15 states and five organizations.

The states include (shown in blue on map): Arizona, Connecticut, District of Columbia, Florida, Georgia, Indiana, Louisiana, Nevada, Pacific Assessment Consortium (PAC-6)¹, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Wyoming.

Tier II states are partners in curriculum, instruction, and professional development implementation but are not part of the assessment development work. They are (shown in orange on map): Arkansas, California, Delaware, Idaho, Maine, Maryland, Montana, New Mexico, New York, Oregon, and U.S. Virgin Islands.



*Core partner states are blue in color and Tier II states are orange in color.

¹ The Pacific Assessment Consortium (including the entities of American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Republic of Palau, and Republic of the Marshall Islands) partner with NCSC as one state, led by the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS).



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The five partner organizations include: The National Center on Educational Outcomes (NCEO) at the University of Minnesota, The National Center for the Improvement of Educational Assessment (Center for Assessment), The University of North Carolina at Charlotte, The University of Kentucky, and edCount, LLC.



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October 2013

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Reading at the Word Level – Vocabulary: Distribution of Learning Targets, CCSS Anchor Standards, and Instructional Families

	(K-4) Elementary School Learning Targets					(5-8) Middle School Learning Targets				(9-12) High School Learning Targets	
Instructional Families (CCSS Anchors & Anchor Standards (AS))	<i>E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.</i>					<i>M.RWL Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.</i>				<i>H.RWL Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).</i>	
CCSS AS include:	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10	Grade 11/12
Context and Word Parts (L 4)											
1. Determine Meaning using Context											
2. Determine Meaning using Word Parts											
Word Relationships and Figurative Language (L 5)											
1. Determine Meaning using Word Relationships											
2. Understanding Figurative Language											
Academic and Domain-Specific Words (L 6)											
1. Determine Meaning using Reference Materials											
2. Using General Academic and Domain-Specific Words											

CCSS Language Strand – Anchor: Vocabulary Acquisition and Use			
Anchor Standards	Context and Word Parts (L 4)	Word Relationships and Figurative Language (L 5)	Academic and Domain-Specific Words (L 6)
CCC Clusters within Anchor Standards	Determine Meaning using Context	Determine Meaning using Word Relationships	Determine Meaning using Reference Materials
	Determine Meaning using Word Parts	Understanding Figurative Language	Using General Academic and Domain-Specific Words

Context and Word Parts (L4)

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	M.RWL Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.	H.RWL Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).

Context (L4)

L4: Determining Meaning Using Context

K.RWL.e1 Identify new meanings for familiar words. K.L.4a
1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase. 1.L.4a
1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase. 1.L.4a
2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase. 2.L.4a
2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word. 2.L.4e
3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word. 3.L.4a
3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context. 3.L.5a
3.RWL.k2 Determine the meaning of literal and nonliteral words and phrases as they are used in a text. 3.RL.4; 3.L.4
4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning. 4.L.4a
4.RWL.k4 Determine the meaning of literal and nonliteral words and phrases as they are used in a text. 4.RL.4; 4.L.4
5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words. 5.L.4a
6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words. 6.L.4a
6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase. 6.L.5c
7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrases. 7.L.4a
7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase. 7.L.5c
8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase. 8.L.4a
910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase. 9-10.L.4a
910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations. 9-10.L.5b; 9-10.L.4
910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text. 9-10.RI.6
1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase. 11-12.L.4a
1112.RWL.c2 Explain differences or changes in the meaning of words with similar denotations. 11-12.L.5b; 11-12.L.4
1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text. 11-12.RI.6

Context and Word Parts (L4)

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	M.RWL Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.	H.RWL Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).

Word Parts (L4)

L4: Determining Meaning Using Word Parts

K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word. K.L.4b
K.RWL.c4 Identify the meaning of common inflections and affixes. K.L.4b
K.RWL.c5 Use meanings of common inflections and affixes as a clue to the meaning of an unknown word. K.L.4b
1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word. 1.L.4b
2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings. 1.RF.3f; 1.L.4c
2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root. 2.L.4b
2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words. 2.L.4d
3.RWL.g1 Identify the meaning of most common prefixes. 3.RF.3a
3.RWL.g2 Identify the meaning of most common suffixes. 3.RF.3a
3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root. 2.L.4c; 3.L.4c
3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word. 3.L.4b
3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word. 3.L.4d
4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word. 4.L.4b
5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word. 5.L.4b
6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word. 6.L.4b
7.RWL.h1 Identify words that are derived from a familiar word (e.g., <i>pedal</i> : <i>pedestrian</i> , <i>pedestal</i> , <i>bipedal</i>). No CCSS
8.RWL.h1 Explain the meaning of words derived from a familiar word (e.g., <i>pedal</i> refers to feet: <i>pedestrian</i> - traveling on foot, <i>pedestal</i> - support or foot for a structure, <i>bipedal</i> - two footed creatures). No CCSS

Word Relationships and Figurative Language (L5)

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	M.RWL Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.	H.RWL Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).

Word Relationships (L5)

L5: Determining Meaning Using Word Relationships

K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. K.L.5a
K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives. K.L.5b
1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird). 1.L.5b
1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. 1.L.5a
1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. 1.L.5a
1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships. 1.L.6
2.RWL.f2 Use adjectives to describe nouns. 2.L.6
2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying). 2.L.6
2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing in intensity by defining them or acting out their meaning. 1.L.5d
2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning. 2.L.5b
3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific. 3.L.5c
3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context. 3.L.5a
4.RWL.i5 Relate words to their opposites (antonyms). 4.L.5c
4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms). 4.L.5c
6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. 6.L.5b
7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>slim</i> , <i>skinny</i> , <i>scrawny</i> , <i>thin</i>). 7.L.5c
7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. 7.L.5b
8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i> , <i>willful</i> , <i>firm</i> , <i>persistent</i> , <i>resolute</i>). 8.L.5c
8.RWL.g2 Use the relationship between particular words to better understand each of the words. 8.L.5b
910.RWL.c1 Identify the denotation for a known word. 9-10.L.5b
1112.RWL.c1 Identify the denotation for a known word. 11-12.L.5b

Word Relationships and Figurative Language (L5)

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	M.RWL Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.	H.RWL Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).

Figurative Language (L5)

L5: Understanding of Figurative Language

3.RWL.j1 Use newly acquired words in real-life context. 3.L.5b
4.RWL.k1 Identify simple similes in context. 4.L.5a
4.RWL.k2 Identify simple metaphors in context. 4.L.5a
4.RWL.k3 Identify the meaning of common idioms. 4.L.5b
5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes. 5.RL.4; 5.L.5a
5.RWL.e2 Identify the meaning of common idioms or proverbs. 5.L.5b
6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context. 6.L.5a
6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase. 6.L.5c
6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 6.RL.4; 6.RI.4; 6.L.5
7.RWL.k1 Identify allusion within a text or media. 7.L.5a
7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context. 6.L.5a; 7.L.5a
7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase. 7.L.5c
7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 7.RI.4; 7.RL.4; 7.L.5
7.RWL.l1 Identify alliteration within text. 7.RL.4; 7.L.5
7.RWL.l2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama. 7.RL.4; 7.L.5
7.RWL.l3 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text. 7.RI.4; 7.L.5
8.RWL.k1 Identify irony within a text or media. 8.L.5a
8.RWL.k2 Identify a pun within a text or media. 8.L.5a
8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context. 7.L.5; 8.L.5a
8.RWL.k4 Identify and interpret an analogy within a text. 8.RL.4; 8.RI.4; 8.L.5
8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 8.RL.4; 8.RI.4; 8.L.5
8.RWL.l1 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text. 8.RI.4; 8.L.5
910.RWL.d1 Identify an oxymoron in a text. 9-10.L.5a
910.RWL.d2 Interpret figures of speech in context. 9-10.L.5a
910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 9-10.RL.4; 9-10.RI.4; 9-10.L.5
910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text. 9-10.RI.4; 9-10.L.5
1112.RWL.b3 Use metaphors, similes, or analogies within writing to inform or explain the topic. 11-12.W.2; 11-12.L.5
1112.RWL.d1 Identify hyperbole in a text. 11-12.L.5a
1112.RWL.d2 Interpret figures of speech in context. 11-12.L.5a
1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 11-12.RL.4; 11-12.RI.4; 11-12.L.5
1112.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text. 11-12.RI.4; 11-12.L.5

Academic and Domain Specific Words (L6)

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	M.RWL Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.	H.RWL Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).

Determine Meaning Using Reference Materials (L6)

L6: Determining Meaning Using Reference Materials

K.RWL.a1 Ask questions about unknown words in a text. K.RL.4; K.RI.4; K.L.6
K.RWL.a2 Answer questions about unknown words in a text. K.RL.4; K.RI.4; K.L.6
1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RL.4; 1.RI.4; 1.L.6
1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text. 1.RL.4; 1.RI.4; 1.L.6
1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text. 1.RL.4; 1.RI.4; 1.L.6
1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text. 1.RL.4; 1.RI.4
2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word. 2.L.4e; 2.L.6
3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word. 3.L.4d; 3.L.6
4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word. 4.L.4c; 4.L.6
5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. 5.L.4c; 5.L.6
5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word. 5.L.4c; 5.L.6
6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary). 6.L.4d; 6.L.6
6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. 6.L.4c; 6.L.6
6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word. 6.L.4c; 6.L.6
6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word. 6.L.4c; 6.L.6
7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary). 7.L.4d; 7.L.6
7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. 7.L.4c; 7.L.6
7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word. 7.L.4c; 7.L.6
7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word. 7.L.4c; 7.L.6
8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary). 8.L.4c; 8.L.6
8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word. 8.L.4c; 8.L.6
8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word. 8.L.4c; 8.L.6
8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word. 8.L.4c; 8.L.6
910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary). 9-10.L.4d; 9-10.L.6
910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word. 9-10.L.4c; 9-10.L.6

L6: Determining Meaning Using Reference Materials

910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word. **9-10.L.4c; 9-10.L.6**

910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word. **9-10.L.4c; 9-10.L.6**

1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary). **11-12.L.4d; 1112.L.6**

1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word. **11-12.L.4c; 1112.L.6**

1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word. **11-12.L.4c; 1112.L.6**

1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word. **11-12.L.4c; 1112.L.6**

Academic and Domain Specific Words (L6)

(K-4) Elementary School Learning Targets	(5-8) Middle School Learning Targets	(9-12) High School Learning Targets
E.RWL Read and comprehend words with accuracy and fluency: Read high frequency and grade-level words; apply knowledge of phonics, word structure, word relationships, and context to read and understand unfamiliar words in connected text; distinguish between literal and interpretive meanings.	M.RWL Read texts of increasing complexity with accuracy, fluency, and comprehension: Apply knowledge of word structure, context, and use of reference materials to determine intended word meaning and purpose; expand vocabulary use (connotation and denotation) to reading tasks across content areas and genres.	H.RWL Read a range of text genres of increasing complexity with accuracy, fluency, and comprehension: Expand conceptual understanding and breadth of vocabulary use to multiple contexts (literary, historical, technical, political, cultural, social); apply content knowledge, use of resources, and word analysis skills to interpret and evaluate the intent and impact of authors' word choice(s).

Use Academic/Domain Specific Words

L6: Using General Academic and Domain-Specific Words
K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. K.L.5
K.RWL.f1 With guidance and support, use newly acquired words in real-life context. K.L.5c; K.L.6
1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird). K.L.4a
1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. K.L.5a; K.L.6
1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. K.L.5b
1.RWL.f1 With guidance and support, use newly acquired words in real-life context. 1.L.5c; 1.L.6
1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships. 1.L.6
2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying). 2.L.6
2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.4; 2.L.6
2.RWL.f1 Use newly acquired words in real-life context. 2.L.5a; 2.L.6
2.RWL.f2 Use adjectives to describe nouns. 2.L.6
2.RWL.f3 Use adverbs to describe verbs. 2.L.6
3.RWL.j1 Use newly acquired words in real-life context. 3.L.5b
3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately. 3.L.6
3.RWL.j3 Use newly acquired domain-specific words and phrases accurately. 3.L.6
3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 3.RI.4; 3.L.6
4.RWL.j1 Use general academic and domain specific words and phrases accurately. 4.L.6
4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. 4.RI.4; 4.L.6
5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5.RI.4; 5.L.6
5.RWL.c1 Use general academic and domain-specific words and phrases accurately. 5.L.6
6.RWL.c1 Use general academic and domain-specific words and phrases accurately. 6.L.6
7.RWL.i1 Use general academic and domain-specific words and phrases accurately. 7.L.6
8.RWL.i1 Use general academic and domain-specific words and phrases accurately. 8.L.6
910.RWL.b2 Use newly acquired domain-specific words and phrases accurately. 9-10.L.6
1112.RWL.b2 Use newly acquired domain-specific words and phrases accurately. 11-12.L.6