

# Language Arts Reading Guiding Document

## **Long-term Transfer Goal(s):**

***Long-term aims of the PK-12 program. An overall end result of a student's education in Madison.***

*Students will be able to independently use their learning to:*

1. Choose and read across genres and texts for specific purposes.
  - SELF AWARENESS
  - DECISION MAKING
2. Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.
  - INQUIRY
  - COLLECTIVE INTELLIGENCE
  - DECISION MAKING
  - ALTERNATE PERSPECTIVES
3. Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers.
  - ANALYZING
  - SELF AWARENESS
4. Listen, exchange, evaluate, and build upon ideas.
  - ANALYZING
  - COLLECTIVE INTELLIGENCE
  - SELF AWARENESS
  - DECISION MAKING
  - ALTERNATE PERSPECTIVES
5. Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.
  - ANALYZING

6. Compare and contrast literary patterns across texts.
  - ANALYZING
7. Compare and contrast informational and literary texts to analyze information to identify possible underlying assumptions, patterns, and relationships to make inferences.
  - ANALYZING
  - IDEA GENERATION
  - ALTERNATE PERSPECTIVES
8. Research and identify credible resources to expand knowledge and understanding of a topic or issue.
  - INQUIRY
  - CITIZENSHIP
  - ALTERNATE PERSPECTIVES

## Stage One: Guiding Document for Language Arts - Reading

| Standards: (Key Ideas and Details)                                                                                                                                                                                                                 | Understandings:                                                                                                                                    | Essential Questions:                                                                                                                                          |
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| ★ <u>CCSS.ELA-Literacy.CCRA.R.1</u> Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 1. Readers use appropriate strategies to construct meaning from texts.                                                                             | <ul style="list-style-type: none"> <li>What's my strategy for reading this text? How do I know if it is working?</li> <li>What do good readers do?</li> </ul> |
|                                                                                                                                                                                                                                                    | 2. Readers make inferences about a text by using text evidence to support their thinking.                                                          | <ul style="list-style-type: none"> <li>How do I support and prove my thinking?</li> <li>What do good readers do?</li> </ul>                                   |
|                                                                                                                                                                                                                                                    | 3. Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text.                               | <ul style="list-style-type: none"> <li>How do I support and prove my thinking?</li> <li>What do good readers do?</li> </ul>                                   |
|                                                                                                                                                                                                                                                    | 4. Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text.                   | <ul style="list-style-type: none"> <li>What is this text really about? (e.g. theme, main idea, moral)?</li> </ul>                                             |
|                                                                                                                                                                                                                                                    | 5. Readers recognize that authors don't always say things literally; sometimes they convey their ideas indirectly (e.g., metaphor, satire, irony). | <ul style="list-style-type: none"> <li>What does close reading require?</li> </ul>                                                                            |
| <u>CCSS.ELA-Literacy.CCRA.R.2</u><br>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                                    | 1. Great literature is intentionally crafted to explore enduring human themes transferable across time and place.                                  | <ul style="list-style-type: none"> <li>How does this text challenge my thinking about this topic? How should I read it?</li> </ul>                            |
|                                                                                                                                                                                                                                                    | 2. Readers identify key details to summarize and analyze objectively and accurately.                                                               | <ul style="list-style-type: none"> <li>How might I best retell this story?</li> </ul>                                                                         |

| Standards: (Key Ideas and Details)                                                                                           | Understandings:                                                                                                     | Essential Questions:                                                                                                                                                                                                                                                   |
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| CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. | 1. Readers ask and answer questions to deepen understanding and promote further thinking.                           | <ul style="list-style-type: none"> <li>How do people/characters, events, and ideas develop within the text?</li> </ul>                                                                                                                                                 |
|                                                                                                                              | 2. Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text. | <ul style="list-style-type: none"> <li>How does what I read (e.g. text structure, story elements) influence what I think?</li> <li>How do I use what I know about this genre to tackle this text?</li> <li>How does my purpose influence how I should read?</li> </ul> |

| Standards: (Craft and Structure)                                                                                                                                                                                         | Understandings:                                                                                                                     | Essential Questions:                                                                                                            |
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| ★ CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 1. Readers examine the connotative and figurative meaning of words to explore nuances in language across various genres and topics. | <ul style="list-style-type: none"> <li>How do I figure out the meaning of unknown words/phrases/ concepts?</li> </ul>           |
|                                                                                                                                                                                                                          | 2. Readers recognize that words and phrases can have literal or figurative meaning.                                                 | <ul style="list-style-type: none"> <li>How do the techniques/craft moves authors use impact the meaning of the text?</li> </ul> |
|                                                                                                                                                                                                                          | 3. Readers examine an author's word choice to interpret point of view, meaning, mood, or tone.                                      | <ul style="list-style-type: none"> <li>How do the techniques/craft moves authors use impact the meaning of the text?</li> </ul> |
|                                                                                                                                                                                                                          | 4. Readers pay close attention to details that are emphasized, altered, or absent.                                                  | <ul style="list-style-type: none"> <li>How do readers use close reading techniques?</li> </ul>                                  |
|                                                                                                                                                                                                                          | 5. Readers analyze how subject/content presented in two or more formats present different perspectives.                             | <ul style="list-style-type: none"> <li>What insights can we gain by comparing texts?</li> </ul>                                 |

| <b>Standards: (Craft and Structure)</b>                                                                                                                                                                                          | <b>Understandings:</b>                                                                                              | <b>Essential Questions:</b>                                                                                                                                                                                                                      |
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| <u>CCSS.ELA-Literacy.CCRA.R.5</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | 1. Texts have structures and follow a predictable sequence.                                                         | <ul style="list-style-type: none"> <li>How do I use text structures and features to better comprehend the text?</li> <li>How does what I read (e.g. text structure, story elements) influence how I should read it?</li> </ul>                   |
|                                                                                                                                                                                                                                  | 2. Identifying a text's genre, purpose, and organizational structure helps readers analyze and comprehend the text. | <ul style="list-style-type: none"> <li>How do authors develop ideas, characters, and events within the text?</li> <li>How do I use what I know about this genre to tackle this text?</li> </ul>                                                  |
| <u>CCSS.ELA-Literacy.CCRA.R.6</u> Assess how point of view or purpose shapes the content and style of a text.                                                                                                                    | 1. Determining an author's point of view and craft moves helps the reader better interpret and explain the text.    | <ul style="list-style-type: none"> <li>How do authors use language and stylistic choices to convey their meaning?</li> <li>What's the author's point of view? How does it influence the author's message and reader's interpretation?</li> </ul> |

| <b>Standards: (Integration of Knowledge and Ideas)</b>                                                                                                                                                                | <b>Understandings:</b>                                                                                                             | <b>Essential Questions:</b>                                                                                        |
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| <u>CCSS ELA - Literacy CCRA.R.7 &amp; R.8</u><br>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 1. Readers examine and analyze the validity and credibility of print, resources, and claims.                                       | <ul style="list-style-type: none"> <li>What makes me think this text is credible?</li> </ul>                       |
|                                                                                                                                                                                                                       | 2. Readers examine and analyze how evidence can be used in a claim or create opportunities for fallacy.                            | <ul style="list-style-type: none"> <li>How do readers analyze evidence to validate or disprove a claim?</li> </ul> |
|                                                                                                                                                                                                                       | 3. The effectiveness of an argument depends on the clarity of the claims, the logic of the reasoning, and the supportive evidence. | <ul style="list-style-type: none"> <li>What makes an argument effective? How do I evaluate an argument?</li> </ul> |

| Standards: (Integration of Knowledge and Ideas)                                                                                                                                 | Understandings:                                                                                                             | Essential Questions:                                                                                                                                                             |
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| ★ <u>CCSS ELA - Literacy CCRA.R.9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 1. Readers compare multiple sources/texts to build a deeper understanding of similar topics or themes and authors' purpose. | <ul style="list-style-type: none"> <li>How can I use multiple texts to deepen my understanding of a topic or theme?</li> </ul>                                                   |
|                                                                                                                                                                                 | 2. Critical readers question the text, consider different perspectives, and look for author bias.                           | <ul style="list-style-type: none"> <li>How do I know if a text/author is credible?</li> <li>Why do I analyze different perspectives and approaches that authors take?</li> </ul> |

| Standards: (Range of Reading and Level of Text Complexity)                                                                          | Understandings:                                                                                              | Essential Questions:                                                                                                                                                                                                 |
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| ★ <u>CCSS ELA - Literacy CCRA.R.10</u> Read and comprehend complex literary and informational texts independently and proficiently. | 1. Readers use appropriate strategies to construct meaning from texts.                                       | <ul style="list-style-type: none"> <li>What is my strategy for reading this text? How do I know if it is working?</li> <li>What do good readers do?</li> </ul>                                                       |
|                                                                                                                                     | 2. Readers make meaning through a careful reading of the text(s) and connections to the topic.               | <ul style="list-style-type: none"> <li>How do my experiences influence my reading and understandings of this text?</li> <li>What is the author trying to tell me?</li> <li>What is the text really about?</li> </ul> |
|                                                                                                                                     | 3. Knowing the structure of the language (syntax, word choice, etc.) helps to facilitate meaning.            | <ul style="list-style-type: none"> <li>How does understanding the structure of language help us understand the text?</li> </ul>                                                                                      |
|                                                                                                                                     | 4. As one's knowledge base increases, the quality of thinking, meaning-making and communication can improve. | <ul style="list-style-type: none"> <li>In what ways do the interpretations of other readers influence my own understanding of the text?</li> </ul>                                                                   |

| <b>Standards: (Speaking &amp; Listening Anchor - Comprehension and Collaboration)</b>                                                                                                                                                     | <b>Understandings:</b>                                                                                                                                  | <b>Essential Questions:</b>                                                                            |
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| ★ <u>CCSS.ELA-Literacy.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively build on those of others.                       | 1. Readers and writers engage in respectful discourse to consider multiple perspectives and become independent thinkers, all while suspending judgment. | • How do readers and writers collaborate to come to a new understanding or position about a topic?     |
|                                                                                                                                                                                                                                           | 2. Readers and writers express their thinking clearly and build on the ideas of others.                                                                 | • What process do effective speakers use to prepare and present information to a variety of audiences? |
| <u>CCSS.ELA-Literacy.CCRA.SL.2</u> Integrate and evaluate information presented in diverse media and formats (including visually, quantitatively, and oral) including a speaker's point of view, reasoning, and use evidence of rhetoric. | 1. Readers and writers come to discussions prepared with text evidence from diverse formats to support their ideas or point of view.                    | • How do readers and writers prepare for meaningful discussions?                                       |
| <u>CCSS.ELA-Literacy.CCRA.SL.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.                                                                                                                       | 1. Readers and writers question speakers, considering different perspectives and examining author and bias.                                             | • How do readers and writers evaluate different perspectives?                                          |

| <b>Standards: (Reading Foundational Skills Anchor - Presentation of Knowledge and Ideas)</b>                                                                                                                | <b>Understandings:</b>                                                                                                                                                                                                                                                                                                                     | <b>Essential Questions:</b>              |
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| ★ CCSS.ELA-Literacy.CCRA.RF.1 Print Concepts<br>★ CCSS.ELA-Literacy.CCRA.RF.2 Phonological Awareness<br>★ CCSS.ELA-Literacy.CCRA.RF.3 Phonics and Word Recognition<br>★ CCSS.ELA-Literacy.CCRA.RF.4 Fluency | 1. Readers apply knowledge of the organization and basic features of print.<br>2. Readers apply knowledge of spoken words, syllables, and sounds.<br>3. Readers apply knowledge of phonics and word analysis skills in decoding words.<br>4. Readers read grade-level texts with sufficient accuracy and fluency to support comprehension. | • Why do we have/need rules of language? |

# Language Arts Writing Guiding Document

## **Long-term Transfer Goal(s):**

***Long-term aims of the PK-12 program. An overall end result of a student's education in Madison.***

*Students will be able to independently use their learning to:*

1. Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.
  - PRODUCT CREATION
  - DESIGN
  - INQUIRY
2. Intentionally select a structure for writing for a variety of genres.
  - DESIGN
  - DECISION MAKING
3. Present information and ideas using appropriate grammar, spelling, and vocabulary to convey the message.
  - SELF AWARENESS
  - PRODUCT CREATION
4. Through the intentional use of elaboration and author's craft techniques, develop ideas to engage the intended audience for a specific purpose.
  - DESIGN
5. Provide clarity and refinement of ideas for a specific audience or purpose (inform, persuade, entertain).
  - SELF AWARENESS
  - DECISION MAKING
6. Use a variety of tools to identify areas of personal strengths and style.
  - SELF AWARENESS
  - DESIGN

## Stage One: Guiding Document for Language Arts - Writing

| Standards: (Text Types and Purposes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Understandings:                                                                                               | Essential Questions:                                                                                                                                                                                                                     |
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| <p><u>CCSS.ELA-Literacy.CCRA.W.1</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><u>CCSS.ELA-Literacy.CCRA.W.2</u> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>CCSS.ELA-Literacy.CCRA.W.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> | 1. Writing is a process for clarifying as well as expressing one's thinking.                                  | <ul style="list-style-type: none"> <li>What makes clear and effective writing?</li> </ul>                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2. Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail. | <ul style="list-style-type: none"> <li>How do I best support my purpose for writing?</li> </ul>                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3. Audience and purpose influence the structure, language, and style to achieve a goal effectively.           | <ul style="list-style-type: none"> <li>Why am I writing? What is my purpose for writing?</li> <li>Who is my audience? What will work best for my audience?</li> </ul>                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 4. Writers choose organizational patterns and techniques to elicit an intended response from the reader.      | <ul style="list-style-type: none"> <li>How do I best organize my writing based on the genre?</li> <li>How do I present my ideas to engage my audience?</li> <li>How and why do writers use text structures and text features?</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5. Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting.       | <ul style="list-style-type: none"> <li>How does following the writing process help a writer craft an effective piece of writing?</li> </ul>                                                                                              |

| Standards: (Production and Distribution of Writing)                                                                                                                                                                                                                                                                                  | Understandings:                                                                                                                              | Essential Questions:                                                                                                                                                                                                                                                                                                                                     |
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| <p><u>CCSS.ELA-Literacy.CCRA.W.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-Literacy.CCRA.W.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <p>1. Writers make deliberate choices regarding content, language, and style to convey their message to a target audience.</p>               | <ul style="list-style-type: none"> <li>• Why am I writing? What is my purpose?</li> <li>• How do I engage my audience throughout my writing?</li> <li>• How do I develop my writing to best engage my audience?</li> <li>• How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?</li> </ul>     |
|                                                                                                                                                                                                                                                                                                                                      | <p>2. Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.</p> | <ul style="list-style-type: none"> <li>• How do I develop and refine my idea(s)?</li> <li>• What revisions/edits do I need to make to improve my writing?</li> <li>• How do I know when my writing is ready to publish?</li> <li>• In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                      | <p>3. A writer's choice of language and style establish a voice to help personalize the text.</p>                                            | <ul style="list-style-type: none"> <li>• How do I develop my writer's voice?</li> </ul>                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                      | <p>4. Writers seek and use feedback to improve the quality of their writing.</p>                                                             | <ul style="list-style-type: none"> <li>• How can I get and use helpful feedback to improve my writing?</li> <li>• In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?</li> </ul>                                                                                                                  |
| <p><u>CCSS.ELA-Literacy.CCRA.W.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>                                                                                                                                                                         | <p>1. Different publishing media (e.g. digital, print) influence content, structure, and style.</p>                                          | <ul style="list-style-type: none"> <li>• How does where I publish influence how I write?</li> <li>• What's the best medium for my message?</li> </ul>                                                                                                                                                                                                    |

| <b>Standards: (Research to Build and Present Knowledge)</b>                                                                                                                                                   | <b>Understandings:</b>                                                                               | <b>Essential Questions:</b>                                                                                                                                                                                 |
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| CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                              | 1. Writers gather information about a topic based on prior knowledge.                                | <ul style="list-style-type: none"> <li>What questions are important to ask? What is worth investigating?</li> </ul>                                                                                         |
|                                                                                                                                                                                                               | 2. Writers gather and evaluate information across texts.                                             | <ul style="list-style-type: none"> <li>What questions are important to ask? What is worth investigating?</li> <li>How and why do researchers use text structures while they read and take notes?</li> </ul> |
|                                                                                                                                                                                                               | 3. Clear and focused questions help researchers find desired information.                            | <ul style="list-style-type: none"> <li>What questions are important to ask? What is worth investigating?</li> </ul>                                                                                         |
|                                                                                                                                                                                                               | 4. Research involves a cyclical inquiry process.                                                     | <ul style="list-style-type: none"> <li>How do I research a topic?</li> </ul>                                                                                                                                |
| ★ CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism | 1. Writers integrate their thoughts using prior knowledge and informational texts.                   | <ul style="list-style-type: none"> <li>How can I support my thoughts, findings and conclusions?</li> <li>How do I collect, organize, and analyze information from multiple sources?</li> </ul>              |
|                                                                                                                                                                                                               | 2. Writers integrate their thoughts with evidence from authors/texts (and provide proper citations). |                                                                                                                                                                                                             |
|                                                                                                                                                                                                               | 3. Writers consider purpose and audience when choosing information from multiple sources.            | <ul style="list-style-type: none"> <li>How do I collect, organize, and analyze information from multiple sources?</li> </ul>                                                                                |
| ★ CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                | 1. Researchers evaluate the credibility and accuracy of information.                                 | <ul style="list-style-type: none"> <li>How do I know a source is credible?</li> </ul>                                                                                                                       |
|                                                                                                                                                                                                               | 2. There are clear rules and laws for acknowledging and documenting sources.                         | <ul style="list-style-type: none"> <li>Why and how should I document my sources?</li> </ul>                                                                                                                 |

| <b>Standards: (Range of Writing)</b>                                                                                                                                                                                          | <b>Understandings:</b>                                          | <b>Essential Questions:</b>                                                                                       |
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| CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | 1. Writers consider volume for the purpose, audience, and task. | <ul style="list-style-type: none"> <li>How do I determine volume based on purpose, audience, and task?</li> </ul> |

| <b>Standards: (Speaking and Listening Anchor - Presentation of Knowledge and Ideas)</b>                                                                                                                                              | <b>Understandings:</b>                                                                  | <b>Essential Questions:</b>                                                                                                                      |
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| CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | 1. Writers consider their audience and message when considering modality and structure. | <ul style="list-style-type: none"> <li>What is the best modality and structure to match my audience, purpose and message?</li> </ul>             |
| CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.                                                                       | 1. Writers use technology to engage their audience and communicate their message.       | <ul style="list-style-type: none"> <li>How do writers leverage technology to communicate ethically, effectively, and responsibly?</li> </ul>     |
| CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.                                                                    | 1. Writers consider their audience and settings when presenting.                        | <ul style="list-style-type: none"> <li>How do writers present cohesive and engaging presentations to multiple audiences and settings?</li> </ul> |

| <b>Standards: (Language Anchor - Presentation of Knowledge and Ideas)</b>                                                                                                                                                                                                                                                                                                   | <b>Understandings:</b>                                                                                                                                                                                                                                                        | <b>Essential Questions:</b>                                                                |
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| <p>CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>                                                                               | <ol style="list-style-type: none"> <li>1. Rules of grammar, spelling and mechanics are conventions of language that guide writers and readers.</li> <li>2. Writers adhere to established rules of grammar, spelling, mechanics to ensure clarity of communication.</li> </ol> | <ul style="list-style-type: none"> <li>• Why do we have/need rules of language?</li> </ul> |
| <p>★CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>★CCSS.ELA-Literacy.CCRA.L.5 is based on language and word relationships (varies throughout grade levels).</p> | <ol style="list-style-type: none"> <li>1. Readers use a variety of strategies to determine the meaning of technical language and the meaning of unfamiliar words.</li> </ol>                                                                                                  |                                                                                            |
| <p>★CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>  | <ol style="list-style-type: none"> <li>1. Readers and writers use content-specific vocabulary.</li> </ol>                                                                                                                                                                     |                                                                                            |