

ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING 6-12	READING STANDARD	GRADE SEVEN SKILL	ASSESSMENT	RESOURCES
<p>What is the goal of reading?</p> <p>What is good literature?</p> <p>How does paragraph structure organize reading?</p> <p>What are the benefits of literature circles?</p> <p>How does silent reading enhance one's ability to read aloud?</p> <p>What strategies help us to better understand text?</p> <p>How do you analyze text?</p> <p>What strategies do you already know to help you understand text?</p> <p>How is reading a</p>	<p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>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.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>	<p>Literature</p> <p><i>Key Ideas and Details</i></p> <p><i>Craft and Structure</i></p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p><i>Responding to Literature</i></p>	<ul style="list-style-type: none"> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central ideas of a text and analyze its development over the course of the text; provide and objective summary of the text. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Determine the mean of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions (e.g., alliteration) on a specific verse or stanza or poem or section of a story or drama. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. <ul style="list-style-type: none"> Analyze stories, drama or poems by authors who represent diverse world cultures. Compare and contrast a written story, drama or poem to its audio, film, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). Compare and contrast 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. Read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of the year. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. <ul style="list-style-type: none"> Self-select text based on personal preferences. Use established criteria to classify, select and evaluate texts to make informed judgments about the quality of the pieces. 	<p>Journeys: Journeys Weekly, Benchmark and Unit Tests L7</p> <p>Note: Students at risk should be monitored more frequently for growth. (<i>Response to Intervention, RTI</i>)</p> <p>Story Maps</p> <p>Conference log</p> <p>Reading Journals and Lists</p> <p>Observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Short answer, open response</p> <p>Extended Essay</p> <p>Screen plays</p> <p>Venn diagram (graphic organizer)</p> <p>Analysis using criterion based rubric.</p>	<p>Literature: Stories, Drama Poetry</p> <p>Grades 6-8 By Grade 8 45%</p> <ol style="list-style-type: none"> <i>Little Women</i> <i>The Adventures of Tom Sawyer</i> <i>The Road Not Taken</i> <i>The Dark is Rising</i> <i>Dragonwings</i> <i>Roll of Thunder, Hear My Cry</i> <p>Informational: Literary Nonfiction</p> <p>By Grade 8 55%</p> <ol style="list-style-type: none"> <i>Letter on Thomas Jefferson</i> <i>Narrative on the Life of Frederick Douglas, an American Slave</i> <i>Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940 by Winston Churchill</i> <i>Harriet Tubman: Conducto of the Underground Railroad</i> <i>Travels with Charlie: In Search of America</i> <p>Authors and Illustrators www.macmillan.com</p> <p>A-Z Reading www.readinga-z.com</p> <p>Brain Pop http://www.brainpop.com/</p>

<p>book a more personal practice than watching a movie or play?</p> <p>How will graphic organizers aid in comprehension?</p> <p>How might your geographic location and prior knowledge influence your thoughts about a topic?</p> <p>How can we express feeling through poetry?</p> <p>What clues might an author provide to aid a reader in understanding specific elements of a text</p> <p>What can you do to verify information in a text?</p> <p>What topics are important for 7th grade students to understand?</p>	<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature.)</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Responding to Literature</p> <p>11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING</u></p> <p>Text Type and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><u>Informational Text Key Ideas & Details</u></p> <p><i>Craft and Structure</i></p> <p><i>Integration of Knowledge & Ideas</i></p> <p><i>Range of Reading and Level of Text Complexity</i></p> <p><u>Writing</u></p> <p><i>Text Types and Purpose</i></p>	<ul style="list-style-type: none"> • Cite several pieces of textual evidence to support analysis of what the text says explicitly as wells as inferences drawn from the text. • Determine two or more central ideas in a text and analyze their development over the course of the text. • Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. • Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • Determine the author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. • Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of the speech affects the impact of the words). • 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. • Analyze how two or more authors writing about the same topic shape the presentations of key information by emphasizing different evidence or advancing different interpretation of facts. <ul style="list-style-type: none"> ➢ Use their experience and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. • Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range by the end of year • Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> ➢ Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. ➢ Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating and understanding of the topic or text. ➢ Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 	<p><i>#10 End of Year Measuring Range, Quality & Complexity of Student Reading</i></p> <p>Informal Reading Inventories(IRI’s)</p> <p>Text based discussion review, Criterion based rubric</p> <p>Essay, summary, and/or report that articulates a clear thesis statement supported with details, and appropriate conventions of writing, literary devices (3-5 pages) Criterion based rubric</p> <p>1. Samples of student work accumulated overtime on a range of writing styles.</p> <p>2.Samples in which ideas are modified from first draft to final product <ul style="list-style-type: none"> • Unedited first draft • Revised first draft • Writing rubrics Evidence of effort </p> <p>3. Improvement noted on pieces</p>	<p><u>Classroom Assessment & Grading</u>, Robert Marzano</p> <p>CCSS for ELA and Literacy include 3 appendices:</p> <ul style="list-style-type: none"> • Appendix A Research supporting key elements of the standards and Key Terms • Appendix B: Test Exemplars and Sample Performance Tasks • Appendix C: Samples of Student Writing <p>Common Core:</p> <ul style="list-style-type: none"> • Getting Started With the Common Core • Common Core Implementation, Instructional Shifts Video Series • Curriculum Exemplars <p>http://www.corestandards.org</p> <p>http://www.emsc.nysed.gov/ciai/</p> <p>http://engageny.org/teachers/</p> <p>http://www.time4learning.com</p> <p><u>Common Formative Assessments</u>, Larry Ainsworth and Donald Viegut</p> <p><u>Cooperative Learning</u>,</p>
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<p>What details do you need to know to write and explain a topic?</p> <p>What are the parts of an essay?</p> <p>How do words impact communication, writing, listening and reading?</p> <p>What is a primary source document?</p> <p>How do you find secondary source documents?</p> <p>What is effective writing?</p> <p>What is effective persuasive writing?</p> <p>What is interpretive writing?</p> <p>How do transitions alert the reader to a change in the action or events?</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build Present and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on questions, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informational texts to support analysis, reflection, and research.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames(time for research, reflection, and revision) and shorter time-frames (a single sitting or day or two) for a</p>	<p>By Grade 8 To persuade 30% To explain 35% To convey experience 30%</p> <p>Production and Distribution of Writing</p>	<ul style="list-style-type: none"> ➤ Establish and maintain a formal style. ➤ Provide a concluding statement or section that follows from and supports the argument presented. • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selections, organization, and analysis of relevant content. <ul style="list-style-type: none"> ➤ Introduce a topic clearly, previewing what is to follow; 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? ➤ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ➤ Use appropriate transitions to create cohesion and clarify the relationship among ideas and concepts. ➤ Use precise language and domain-specific vocabulary to inform about or explain the topic. ➤ Establish and maintain a formal style. ➤ Provide a concluding statement or section that follows from and supports the information or explanation presented. • Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. <ul style="list-style-type: none"> ➤ Engage and orient the reader by establishing a context, and introducing a narrator and /or characters; organize an event sequence that unfolds naturally and logically. ➤ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ➤ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ➤ Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experience and events. ➤ Provide a conclusion that follows from and reflects on the narrated experiences or events. • Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. <ul style="list-style-type: none"> ➤ Grade specific expectations for writing types are defined standards 1-3. ➤ Produce text (print or nonprint) that explores a variety of cultures and perspectives. <p><i>With (some) guidance and support from peers and adults.</i></p> <ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> • completed assignments • personal involvement noted <p>4. Writing that illustrates critical thinking about readings.</p> <p>5. Notes from individual reading and writing conference.</p> <p>6.Items that are evidence of development of style: <ul style="list-style-type: none"> • organization • voice • sense of audience • choice of words • clarity </p> <p>7. Writing that shows growth in usage of strategies and conventions: <ul style="list-style-type: none"> • self-correction • punctuation • spelling • grammar • appropriate form • legibility </p> <p>Literature extension: <ul style="list-style-type: none"> •scripts for drama •visual arts •written forms •webs •charts •time lines •murals </p>	<p>Spencer Kagan, www.KaganOnline.com</p> <p><u>Curriculum 21: Essential Education For A Changing World</u>, Heidi Hayes Jacobs</p> <p><u>Critical Thinking: Basic Theory and Instructional Structures Handbook</u>, Richard W. Paul, Linda Elder</p> <p><u>The Differentiated Classroom: Responding To The Needs Of All Learners</u>, Carol Ann Tomlinson</p> <p><u>Effective Classroom Assessment: Linking Assessment with Instruction</u> by Catherine Garrison, Dennis Chandler, and Michael Ehringhaus</p> <p><u>Ekwall/Shanker Reading Inventory 5th Edition</u>, James Shanker & Ward A. Cockrum</p> <p><u>Getting Started with Literature Circles</u>, Katherine L. Schlick, Noel and Nancy J. Johnson</p>
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<p>What rules should we follow for writing and speaking effectively?</p> <p>How do literary devices enhance writing?</p> <p>What are symbolism, flashback and foreshadowing?</p> <p>What are the narrative techniques that are used in writing?</p> <p>How does a conclusion explain and bring closure to a piece of writing?</p> <p>What advantages/disadvantages are there to accessing the Internet for use in sharing information?</p> <p>How do you know an Internet source is credible?</p> <p>What does the term “bird walking” denote during a</p>	<p>range of tasks, purposes, and audiences.</p> <p>Responding to Literature 11. Develop personal, cultural, textual and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING</p> <p>Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Research to Build and Present Knowledge</p> <p>Range of Writing</p> <p>Responding to Literature</p> <p>Speaking & Listening</p> <p>Comprehension and Collaboration</p>	<p>➤ Editing for conventions should demonstrate a command of Language standards 1-3 up to and including grade 7.</p> <ul style="list-style-type: none"> • Use technology, including the Internet, to produce and publish writing and to link and cite sources as well as to interact and collaborate with others. • Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. • 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 citations. • Draw evidence from literary or informational texts to support analysis, reflection and research. <ul style="list-style-type: none"> ➤ 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. ➤ 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. • 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. • Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections. <ul style="list-style-type: none"> ➤ Make deliberate, personal, cultural, textual, and thematic connections across genres. ➤ Create poetry, stories, plays, and other literary forms (e.g., videos, art work). • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> ➤ 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 the ideas under discussion. ➤ Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual, roles as needed. 	<p>Examples of writing across the curriculum</p> <ul style="list-style-type: none"> •reports •journals •literature logs •feature article •document based summaries <p>Oral reports and presentations(6 to 8 minutes) Criterion based rubric</p>	<p>Global Classroom www.k12virtualclassroom.us</p> <p>Great Books www.greatbooks.org</p> <p><i>Journeys</i> Comprehensive Language and Literacy Guide, 6th https://www-k6.thinkcentral.com/ePC/start.do</p> <p>www.middleweb.com</p> <p><u>Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop</u>, Ellin Oliver Keene and Susan Zimmerman.</p> <p>Response to Intervention www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/</p> <p>http://www.reading.org/</p> <p>Text Based Discussion http://www.nagc.org</p> <p>Writing Process/Six Traits http://www.readwritethink.org http://educationnorthwest.org/traits</p>
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<p>discussion?</p> <p>What aspects of analysis and reflection are you using to demonstrate understanding of literary and informational text?</p> <p>How do we communicate effectively?</p> <p>How will you discern the quality of a presentation?</p> <p>What is a focused discussion?</p> <p>How will referring to text in a discussion improve your understanding of a topic?</p> <p>Why are discussion rules valuable and necessary?</p> <p>Will listening to others' perspectives help you to gain a deeper understanding of a topic?</p> <p>Is it always required</p>	<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE</u></p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make</p>	<p><i>Presentation of Knowledge and Ideas</i></p> <p><u>Language</u></p> <p><i>Conventions of Standard English</i></p> <p><i>Knowledge of Language</i></p>	<ul style="list-style-type: none"> ➤ Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring discussion back on topic as needed. ➤ Acknowledge new information expressed by others and, when warranted, modify their own views. ➤ Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds. • Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study. <ul style="list-style-type: none"> ➤ Use their experiences and knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. • Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. • 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. • Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. • Adopt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <ul style="list-style-type: none"> ➤ See grade 7 Language standards 1 and 3. • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> ➤ Explain the function of phrases and clauses in general and their function in specific sentences. ➤ Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ➤ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ➤ 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>). ➤ Spell correctly. • Use knowledge of language and its conventions when writing, speaking, reading or listening. <ul style="list-style-type: none"> ➤ Choose language that expresses ideas precisely and concisely, 		<p>www.scholastic.com</p> <p><i>Using Formative Assessment to Monitor Learning and Inform Instruction:</i> Giselle O. Martin-Kniep, Ph.</p>
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<p>to use formal English?</p> <p>Why are conventions of standard English necessary to language?</p> <p>Is redundancy ever necessary to clarify or explain a topic, text, concept or issue more thoroughly?</p> <p>How can you learn and recognize correct conventions of language by analyzing passages in text?</p>	<p>effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify 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>5. Demonstrate understanding of figurative language, word relationships and nuances of word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Vocabulary Acquisition and Use</p>	<p>recognizing and eliminating wordiness and redundancy.</p> <ul style="list-style-type: none"> • Determine or clarify 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. <ul style="list-style-type: none"> ➤ 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 a meaning of a word or phrase. ➤ Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). ➤ 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. ➤ 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). • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ➤ Interpret figures of speech (e.g., literary, biblical and mythological allusions) in context. ➤ Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. ➤ Distinguish among the connotations (associations) of words with similar (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). • Acquire and use accurately grade-appropriate general and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 		
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