North Carolina Department of Public Instruction
INSTRUCTIONAL SUPPORT TOOLS
FOR ACHIEVING NEW STANDARDS

English/Language Arts ● Unpacked Content

For the new Common Core State Standards that will be effective in all North Carolina schools in the 2012-13 school year

This document is designed to help North Carolina educators teach the ELA Common Core State Standards.

NCDPI staff are continually updating and improving these tools to better serve teachers.

What is the purpose of this document?
To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?
Descriptions of what each standard means a student will know, understand and be able to do. The "unpacking" of the standards done in this document is an effort to answer a simple question "What does this standard mean that a student must know and be able to do?" and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?
We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?
You can find the standards alone at http://www.corestandards.org

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
KINDERGARTEN

CCR ANCHOR STANDARD	CCSS STANDARD	UNPACKING
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Key Ideas and Details		
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.	1. With prompting and support, ask and answer questions about key details in a text.	With assistance, students will understand what key details are and be able to ask and answer questions about them. They need to put key details in sequential order to retell a story they know. They also have to be able to recognize and name elements in a story.

Use questions and prompts such as:
• Can you tell me what happened at the beginning of the story? What happened after that? What happened at the end of the story?
• Can you find the part that tells where the story takes place (picture or words)?
• Who was in the story? Can you find (picture or words) this character? |
| 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 2. With prompting and support, retell familiar stories, including key details. | |
| 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | 3. With prompting and support, identify characters, settings, and major events in a story. | |

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CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Craft and Structure		
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.	4. Ask and answer questions about unknown words in a text.	Students in kindergarten should be able to recognize a story, a poem, a book, and other forms of text. At this level, they ask and answer questions about words they do not know across various kinds of texts by using story context. Kindergarten students also identify the author and illustrator of a story and the part each plays in telling the story.
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.	5. Recognize common types of texts (e.g., storybooks, poems).	
6. Assess how point of view or purpose shapes the content and style of a text.	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Use questions and prompts such as: • What can you do when you come to a word you do not know? (use context) • Can you tell me what kind of book this is? How do you know? • Who is the author? What is his/her job? • Who is the illustrator? What is his/her job?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	With assistance, students will understand the relationship between illustrations and the story and how the illustrations help explain the story. Students will look for similarities and differences in characters' experiences within stories they know.
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.	8. (Not applicable to literature)	Use questions and prompts such as:
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.	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	• Look at the picture. Can you tell me what is happening in the story? How does the picture help you? • What is the same about the characters in the two stories? What is different? • How did the characters solve the problem in the two stories? Did they solve the problem in the same way?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Literature**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding.	Actively engaged students are responsible for their own learning.

Column 3 (Unpacking) continued:

"The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade 'staircase' of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."

"Students also acquire the habits of reading independently and closely, which are essential to their future success."

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for

		success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
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CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Key Ideas and Details		
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.	1. With prompting and support, ask and answer questions about key details in a text.	With assistance, students will understand what key details are and be able to ask and answer questions about them. They should be able to state the main idea in their own words. At this level, students are required to tell how two individuals, events, ideas or information are linked together.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. With prompting and support, identify the main topic and retell key details of a text.	Use questions and prompts such as:
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	• Using what you read, write (dictate or draw) or ask your own questions about an important idea from this text. • What is the main idea of this text? • Can you find one of the important ideas in this text? Can you find another important idea? • Can you tell me how these two ideas are the same? Can you tell me how they are different?

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CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Craft and Structure		
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.	4. With prompting and support, ask and answer questions about unknown words in a text.	With assistance, students should understand how a piece of informational text is structured. At this level, students ask and answer questions about words they do not know; they can identify the main print concepts/features of a book and understand the roles of both author and illustrator.
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.	5. Identify the front cover, back cover, and title page of a book.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Use questions and prompts such as: • What do you do when you come to a word you do not know? What can help you? (glossary, use context) • What is the job of the author? • What is the job of the illustrator? • Show me the front of the book. • Show me the back of the book.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	Reading Informational Text	
Integration of Knowledge and Ideas		
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	With assistance, students will understand how illustrations help explain the text and discuss similarities and differences in two texts that share the same main idea. At this level, students should also develop the ability to recognize the author's reasoning by finding support within the text.
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.	8. With prompting and support, identify the reasons an author gives to support points in a text.	Use questions and prompts such as:
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.	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• Look at this picture. Can you tell how the author uses this picture to help you understand the topic? • What does this picture add to your thinking about what you (we) read? • Can you find the reason why the author thinks that…? Can you find the reason why the author believes…? • How are these two books showing the same topic in different ways?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Reading	**Reading Informational Text**	
Range of Reading and Level of Text Complexity		
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding.	Actively engaged students are responsible for their own learning. "The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade 'staircase' of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts." "Students also acquire the habits of reading independently and closely, which are essential to their future success." Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for

		success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

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CCR Anchor Standard	CCSS Standard	Unpacking
There are no Anchor Standards for Reading Foundational Skills	**Reading Foundational Skills**	
Print Concepts		
	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Students will understand basic print features. They will learn that: ● books have a correct position that ● print has specific directionality ● print has meaning and is made up of letters Use questions and prompts such as: ● Show me where to begin reading. Where do I go from there? After that? ● Which page do I read first? ● Point to the words as I read.

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CCR Anchor Standard	CCSS Standard	Unpacking
There are no Anchor Standards for Reading Foundational Skills	**Reading Foundational Skills**	
Phonological Awareness		
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Use questions and prompts such as: • Which word rhymes with this one? • Clap the syllables in this word. • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end?

CCR Anchor Standard	CCSS Standard	Unpacking
There are no Anchor Standards for Reading Foundational Skills	**Reading Foundational Skills**	
Phonics and Word Recognition		
	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Students continue learning specific strategies for decoding words in texts. Learning letter-sound correspondence, vowel patterns, and high frequency words enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like…? • You said…does it look like…? • Look at the beginning of that word, can you get it started?

CCR Anchor Standard	CCSS Standard	Unpacking
There are no Anchor Standards for Reading Foundational Skills	**Reading Foundational Skills**	
Fluency		
	4. Read emergent-reader texts with purpose and understanding.	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as: • Make your voice sound like talking. • Listen to me and read it like this. • Does that make sense? • Does that sound right?

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Text Types and Purposes		
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).	Kindergarten students must be able to express their opinion and demonstrate the ability to share their opinion with others. In kindergarten, students learn to dictate their thinking, illustrate their ideas, and write their thoughts across various genres (opinion, informative/explanatory, narrative). In order to do so, students will need multiple opportunities to express opinions and develop writing behaviors. Students will need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the natural expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.
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.	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	• For example, kindergarten students need to be able to choose words or illustrations to use within their writing that show their thinking. Whether dictating, drawing, or writing, students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. (Begins in grade 3)	With assistance from adults and peers, students should be able to respond to questions and suggestions about their writing. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Students in kindergarten are developing strategies with peers and adults to explore the use of digital tools to publish their writing (use of keyboarding and technology). At this grade level, students are learning to "log on" to programs, computer stations, and hand-held devises and engage with digital media.

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CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Research to Build and Present Knowledge		
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Kindergarten students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.
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.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. (Begins in grade 4)	At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions. Students do this work with prompting and support.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Writing	**Writing**	
Range of Writing		
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.	10. (Begins in grade 3)	

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CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
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.	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Students in kindergarten will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). Kindergarten students are able to confirm understanding of a text read aloud or information presented in multiple formats. Kindergarten students should be able to listen to what a speaker says and then ask questions to gain comprehension if something is not understood. Students need to have strategies for asking questions that are on topic. They also need to know strategies for understanding and answering questions asked of them.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Speaking and Listening	**Speaking and Listening**	
Presentation of Knowledge and Ideas		
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.	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Kindergarteners should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Speak audibly and express thoughts, feelings, and ideas clearly.	Students will need to engage in behaviors that lead to the natural expression of ideas both verbally and in writing: turn and talk, small group discussion, and emergent listening and speaking learning centers. Students will also need a purposeful focus throughout ELA on choice-making. • For example, kindergarten students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in a way that is purposeful and appropriate to the audience.

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CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.	An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts." Kindergarten students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	At this level, emphasis is on using complete sentences, forming questions, using plurals, and the more commonly used prepositions. With conventions, students are becoming adept at ending punctuation, capitalizing (I), and spelling simple words.

CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Knowledge of Language		
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3. (Begins in grade 2)	

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CCR Anchor Standard	CCSS Standard	Unpacking
College and Career Readiness Anchor Standards for Language	**Language**	
Vocabulary Acquisition and Use		
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.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades. The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.
5. Demonstrate understanding of word relationships and nuances in word meanings.	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at	

	school that are colorful).	Learning words at this stage includes exploring different shades of the same verb (run/sprint) inflections, common concepts/objects, words with multiple meanings, opposites, and how words are used in "real-life."
	d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	
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.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	