

CCR Reading Anchor 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.

Standard			
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (RI.1.4) Level A			
Skills	Concepts	Particular Context	DOK
Ask	Questions		1
Answer	Questions		1/2
Determine	Meanings of words		1/2
Clarify	Meanings of words		1/2
DOK levels	Activities		
1-2	Reading student handbook and underlining words they don't know; As a class, ask questions about unknown words; Ask if other students can answer questions first -- if no students can answer, look at context. If it's an important word – answer. If necessary continue to list by asking and answering questions		
1	Students will scan the newspaper; then choose an article to read. Identify vocabulary that is unfamiliar. Students work in groups asking each other questions to help determine the meaning of the word and clarify how words with multiple meanings are used in the article.		
2	Groups of students will develop questions to ask the other students to reinforce the meanings and correct usage of words they are reviewing.		

Standard			
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area (RI.3.4) Level B			
Skills	Concepts	Particular Context	DOK
Determine	Meanings of words and phrases		1/2
DOK levels	Activities		
1-2	Teacher introduces different ways to find the meaning; models with sample text; students are given their own text to practice with; group discussion		
2	1) Identify a reading passage that incorporates academic domain words 2) Do a "think aloud" as a group to help determine contexts and word definition 3) In pairs, use selected academic domain words in sentences.		
2	Read an article about recycling and identify words that pertain to recycling and the environment; use a variety of strategies to determine the meanings (context, student expertise, dictionaries). Apply the new vocabulary by writing an editorial to make recycling suggestions to the community.		

Standard Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (RL.5.4) Level C			
Skills	Concepts	Particular Context	DOK
Determine	Meaning of words and phrases		1/2
DOK levels	Activities		
1-2	Introduce vocabulary: Literal language; Figurative language. Give examples of each. Highlight examples of figurative language in text. Students describe the actual meaning of metaphors and similes as used in text.		
1-2	Students identify and discuss the meanings of figurative language in text selections. Students replace the original figurative language with figurative language that means the same as the original.		

Standard Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (RI/RL.6.4) Level D			
Skills	Concepts	Particular Context	DOK
Determine	Meanings of words and phrases		1/2
Analyze	Impact of word choice on meaning and tone		3
DOK levels	Activities		
1-3	Read two opposing views on slavery. Identify any figurative and connotative vocabulary and discuss the meaning as it's used in the text. Discuss how the use of these words affects meaning and tone of the texts. Talk about any differences in tone between the two texts.		
2-3	Use MLK's Letter from a Birmingham Jail - example paragraph 4, "...tied in a single garment of destiny" to discuss meaning of phrases as used in context and why MLK may have chosen to use these particular phrases.		
1-2	Students read owner's manuals for electronic devices and identify technical words that appear in the manuals. Students use a variety of strategies to determine the meanings of these words and discuss how the use of these words affects the readability of the manuals.		

CCR Writing Anchor 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.

Standard			
Use precise language and domain-specific vocabulary to inform about or explain the topic (W/WHST.6-8.2 part d) Level D			
Skills	Concepts	Particular Context	DOK
Use	Precise language		2
	Domain-specific vocabulary		2
Inform about, explain	The topic		2
DOK levels	Activities		
2	Students write directions for how to change a light bulb in a hurricane lamp.		
2	Teacher introduces climate vocabulary and provides readings on the topic. Students pose different climate change scenarios using precise language and domain-specific vocabulary.		
2	Students research a job they are interested in and collect job-specific vocabulary. Students use a variety of resources to define any words they don't know. Students present a summary of the job requirements and duties (using precise language and domain-specific vocabulary) to their peers.		

Standard			
Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W/WHST.9-10.2, part b.) Level E			
Skills	Concepts	Particular Context	DOK
Develop	Writing topic (using audience-appropriate information and examples)		3
DOK levels	Activities		
3	Present a short verbal presentation to the class about a particular career option. Try to sway listeners to interest in the position using information (like facts, details, quotes, and case studies) that will make the field interesting to the listeners.		
3	Choose a controversial current event topic. Argue for a position on the topic using information that will sway listeners to agree with that position.		
3	Student teams select a current issue from a hat. They research the topic and develop a mini-questionnaire for their peers on the topic. Students complete each team's questionnaire. Teams analyze results and prepare a PowerPoint presentation to inform their peers about the topic. Facts, details, definitions, and examples appropriate to the audience's needs should be included.		

CCR Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard			
Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience. (W.5.4) Level C			
Skills	Concepts	Particular Context	DOK
Produce	Clear writing Coherent writing Task-appropriate writing		2/3
DOK levels	Activities		
2	Teacher models summary-writing. Students read about a job procedure, then write an accurate summary of the procedure using clear, coherent writing.		
3	Teacher discusses concepts of main idea and supporting details in essays and paragraphs. With one topic, the teacher models the importance of ordering supporting details. Students, through writing, develop another topic, organize and order supporting details, define new words they use, and generate an abstract.		
3	Students read an article on cell phone usage that presents dangers of cell-phones along with counter-arguments. Students take a position on cell phones (dangerous or safe) and write in support of their view using evidence from the passage.		